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ABSTRACT

This training guide is designed to enhance the skills of Head Start education staff in applying knowledge of how children grow and develop to planning, implementing, and evaluating activities and experiences in the center, at home, and during group socialization sessions. Each of the guide's modules details module outcomes, key concepts, and background information. Module 1 addresses getting to know each child and gives staff an overview of the ecological model of child development, allows staff to apply the model, and reviews what staff already know about the interrelated nature of child development. Module 2 addresses creating environments that support children's growth and development. This module encourages staff to create safe and healthy indoor and outdoor environments that support the developmental characteristics typical of children of different ages. Module 3 addresses planning schedules, routines, and transitions, by focusing on enhancing the staff's capability to plan balanced schedules that match children's developmental stages and support their growth. Module 4 addresses using child development to plan activities. This module involves staff in planning activities that allow children to participate in their own unique ways, in accordance with their individual interests, abilities, and skill levels. The guide's six appendices provide participants with physical, cognitive, social, and emotional child development information and activities that can be used as resources on the job. (SD)

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HEAD START

Training Guides for the Head Start Learning Community

Enhancing Children's Growth and Development

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
Administration on Children, Youth and Families
Head Start Bureau

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Photograph provided courtesy of Hinds County Head Start, Jackson, Mississippi.

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Preface

Dear Family and Other Caring Adults:

I'm almost six years old now, and getting ready to start school. Before I forget, I want to thank you—the important adults in my life—for all the ways you helped me learn to love learning. Here goes . . .

When I was a baby I cried a lot, but I wasn't trying to drive you crazy. I couldn't talk, so I cried to let you know when I was hungry, or wet, or frustrated. Being a baby isn't as easy as it looks. The world is very exciting, but it can be overwhelming, too. Thanks for coming to my assistance as quickly and regularly as possible. It felt good to know I could count on you.

When I got a little older, I learned how to pick things up and put them in my mouth. I didn't know anything about germs or dirt. I just wanted to find out all about the objects I came across. Thanks for allowing me to explore, keeping unsafe things out of my reach, doing away with the nasty germs that could make me sick.

Soon, I learned to move my body—all by myself! All of a sudden I could get to places I hadn't even seen before. I found out there was even more to explore and learn about than I could ever imagine. Thanks for putting up safety gates to block unsafe areas and making room for me to move without bumping into other kids. And thanks for taking me outdoors so I could learn about nature and feel the wind blow on my face.

I didn't think I would survive being a toddler. I wanted to do everything for myself; I never stopped to think; I was always on the go, and I often needed your help. Instead of being grateful for your help, I cried or had tantrums. I was a handful!! Thanks for being patient and understanding that it's hard to grow up and leave behind baby things.

Wow, being a preschooler was fun. I ran, jumped, climbed, played on the swings, and rode tricycles. I painted a hundred pictures, did a million puzzles, made cities full of tall buildings, and pretended to be lots of people and things. Thank you for providing so many exciting things, helping me to be successful, and letting me make lots of decisions—what I wanted to do, what I wanted to use, and who I wanted to play with. Most of all, thank you for helping me feel good about belonging—to my family, culture, and community. I know a lot already, but I can't wait to learn more.

You have discovered a lot about children—how we grow, think, learn to get along with others, and figure out who we are and our special abilities. But, like you taught me, there's always more to learn. Each one of us is a unique and surprising individual. Thank you for taking the time to get to know us.

Yours,

A Head Start Child who represents many children whose growth and development were enhanced by your thoughtful actions

Preface

This technical guide is about children: how families, neighborhoods, communities, and cultures affect individual children, and how most children pass through stages as they grow and gain new skills. The guide is appropriate for education staff—teachers, assistants, volunteers, home visitors—who play different roles in Head Start and who have a wide range of education and experience. The activities are designed so that each person can participate at his or her own level of skill and knowledge. For example:

- New staff can learn some basic principles of child development and practice to provide an appropriate program.
- Experienced and highly skilled staff can add to their knowledge, practice skills, and serve as mentors to staff who are in the early stages of building their professional skills and knowledge.
- Classroom teams can apply the information and strategies they learn at the Head Start center and share them with parents.
- Home visitors can apply the information and strategies they learn during home visits and during group socialization sessions. Also, they can share what they learn with parents to support their role as children's primary teachers.

All Head Start education staff are professionals. They use their skills to provide needed services, are committed to quality, are dependable and effective, and have in-depth knowledge about their field. The education staff have a specialized understanding of what young children are like and what contributes to their healthy growth and development.

One of Head Start's most important goals is to support parents as the principal influence in their children's lives. Head Start staff contribute by helping parents learn about child development and how they can use experiences at home as opportunities for growth and learning. Much of the information and skill-development opportunities provided in this training guide will help staff support parents and build partnerships that enhance children's growth and development.

As stated in the first of Head Start's Multicultural Principles, *every individual is rooted in culture*. Head Start programs are most effective when they value and respond to children's cultures in all aspects of the environment, activities, and interactions. So too, should a program encourage children's learning by incorporating their home languages in written and oral communications and making sure some of the staff who work with children speak the children's home languages.

Preface

Head Start is committed to implementing programs that encourage growth and development of all children, including those with disabilities. Each program reserves at least ten percent of its enrollment openings for children with disabilities, who are integrated into the center and served through the home-based option. Staff get to know each child's skills and abilities and, in conjunction with parents and specialists, plan strategies that respond to individual and developmental needs. These strategies are adapted, as necessary, to include children with disabilities.

Professionals are committed to lifelong learning. Through a variety of training strategies and settings such as mentoring, community college courses, workshops, and self study, Head Start staff continue their professional development. No matter how many degrees or how many years of experience they have, Head Start staff know their field is constantly changing. Because researchers continue to study and learn about children, there is always something new to learn. This guide will support staff as they update their specialized knowledge and increase their competence in offering developmentally appropriate programs. Participants will learn through studying the development of an individual child, having discussions with trainers and colleagues, evaluating their current practices, and performing hands-on activities.

Introduction

Overview

Purpose

This technical guide expands on the concepts developed in the education foundation guide *Nurturing Children*. It is designed to enhance the skills of education staff so they can apply knowledge of how children grow and develop to planning, implementing, and evaluating activities and experiences in the center, at home, and during group socialization sessions. Education staff can share their child development knowledge and skills to support parents in their role as the child's primary educator.

Enhancing Children's Growth and Development focuses on Dr. Urie Bronfenbrenner's ecological model of development to reinforce Head Start's commitment to knowing and understanding all the factors that affect a child's development. This model corresponds to Head Start's approach in addressing children's needs through a broad array of comprehensive and integrated services that build upon, complement, and reinforce each other. Activities in this guide allow staff to explore and reflect on this model and use it in an *Ongoing Child Study* to get to know and plan for an individual child.

From its inception, Head Start has been based on the knowledge and principles of child development. Head Start regards every child as a whole human being to be nurtured, cared for, and cared about, as well as to be educated. Children's healthy development in all domains is closely tied to their ability to be successful learners. This guide allows staff to apply their skills and knowledge of child development while creating indoor and outdoor environments; establishing schedules, routines, and transitions; and planning activities to meet group and individual needs. The guide addresses child development knowledge and skills needed by staff who work with young infants, mobile infants, toddlers, and preschoolers.

Outcomes

There are four, interrelated outcomes for this guide that are listed below. Each of the four modules includes activities that address several outcomes at once.

After completing this guide, participants will be able to:

- Recognize and identify the uniqueness of each child, including children with disabilities
- Apply child development principles as they plan for and interact with children
- Support parents as the primary influences in their children's lives by sharing information about children's growth and development and by identifying and reinforcing opportunities to continue learning at home

Introduction

- Reflect on their practices and determine whether changes are needed to encourage all children's growth and development.

Audience

This is a guide for education staff in center, home-based, and combination settings, including classroom teams (teachers, assistants, and volunteers) and home visitors.

Performance Standards

This guide supports the following child development and education concepts based on the Head Start Program Performance Standards:

- A safe and secure learning environment encourages the social competence of all children, including those with disabilities.
- Developmentally appropriate experiences allow children to gain skills in four domains: social, cognitive, physical, and emotional.
- Parents are the principal influences in their children's lives.
- Staff can help parents learn about child development and how to use experiences at home as opportunities for growth and learning.

Organization

This **technical guide**, *Enhancing Children's Growth and Development*, is designed to further develop the skills of education staff in understanding how each child's growth and development is affected by his or her individual characteristics, family, and immediate environment, community, and culture. Staff will gain knowledge of child development and use it to plan appropriate environments; schedules, routines, and transitions; and activities, in home, center, and group socialization settings.

By completing the activities in this guide, participants will complete the following four interrelated outcomes:

- Recognize the factors that influence development and understand how they affect individual children, including children with disabilities.
- Plan for and interact with children in ways that encourage each individual's development in four domains—social, emotional, cognitive, and physical.
- Support parents as the primary influences in their children's lives by sharing knowledge of child development and planning strategies for reinforcing development and learning at home.
- Consider the effectiveness of current strategies for planning the environment, schedule, routines, transitions, and activities and make changes, as needed, to respond to and encourage the growth and development of all children, including those with disabilities.

Each module includes module outcomes, key concepts, and background information. The **module outcomes** were developed from the **guide outcomes**. *Enhancing Children's Growth and Development* contains the following modules:

- **Module 1:** *Getting to Know Each Child*

  This module gives staff an overview of the ecological model of child development, allows them to apply the model to better understand and plan for children enrolled in the program, and reviews what staff already know about the interrelated nature of child development.

- **Module 2:** *Creating Environments That Support Children's Growth and Development*

  This module encourages staff to create safe and healthy indoor and outdoor environments—in home, center, and group socialization settings—that support the developmental characteristics typical of children of different ages.

- **Module 3:** *Planning Schedules, Routines, and Transitions*

  This module enhances the staff's capability to plan balanced schedules and plan routines and strategies that match children's developmental stages and support their growth.

- **Module 4:** *Using Child Development to Plan Activities*

  This module involves staff in planning activities that allow children to participate in their own unique ways, in accordance with their individual interests, abilities, and skill levels.

Each module has specific outcomes for participants to achieve, and each activity is designed to fulfill one of the outcomes. For easy reference, the outcome is listed with the activity. In addition, the **Next Steps**, the last activity for each module, introduces a unique staff development tool, the **portfolio**, a living document of one's professional growth and achievement. The material that is developed and added to the individual's collection is an important tool for self-evaluation and demonstrates to others one's professional growth.

The **Key Concepts** section appears in every module of the guide and summarizes the main ideas contained within each module. The Key Concepts are discussed more explicitly in the **Background Information** section of each module. The trainer may choose to present the Background

Introduction

Information section as a mini-lecture or use it for handouts or overheads in either coaching or workshop sessions.

The **Resources** section appears at the end of the guide. This section contains additional materials that may be consulted for further information on the topics contained within the module.

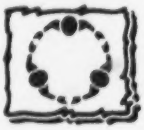
The **Appendices** section of the guide provides participants with detailed child development information that they may use as they complete the exercises in the guide and use as resources on the job. Several activities refer to the Appendices. There are six appendices.

Definition of Icons

Coaching

A training strategy that fosters the development of skills through tailored instruction, demonstrations, practice, and feedback. The activities are written for a coach to work closely with one to three participants.

Workshop



A facilitated group training strategy that fosters development of skills through activities that build on learning through group interaction. These activities are written for up to 25 participants working in small or large groups with one or two trainers.

Next Steps:
Ideas to Extend Practice

Activities assigned by the trainer immediately following the completion of the module to help participants review key information, practice skills, and examine their progress toward expected outcomes of the module.

Continuing
Professional Development

Follow-up activities for the program to support continued staff development in the regular use of the skills addressed in a particular training guide. It includes:

(1) Opportunities tailored to the participant to continue building on the skills learned in the training

(2) Ways to identify new skills and knowledge needed to expand and/or complement these skills through opportunities in such areas as higher education, credentialing, or community educational programs

Introduction

At A Glance

Module	Activity	Time	Materials
Module 1: Getting to Know Each Child	(W) Activity 1–1: The Child Development Universe	75 minutes	*Handout 1: The Child Development Universe*
	(C) Activity 1–2: We Are What We Experience	60 minutes	*Handout 1: The Child Development Universe*
	(W) Activity 1–3: Constructing Child Development Knowledge	120 minutes	*Handout 2: Ongoing Child Study* (Parts A and B) *Appendices A–E* 3 x 5 index cards
	(C) Activity 1–4: Observing the Whole Child	n/a	*Handout 3: The Whole Child: Summary of Development* *Appendices A–E*
Module 2: Creating Environments That Support Children's Growth and Development	(W) Activity 2–1: Form Follows Function in Supportive Environments	120 minutes	*Handout 4: Using the Environment to Build Skills* Child development charts in *Appendix E*
	(C) Activity 2–2: Stepping Out	120 minutes	*Handout 5: Planning for Outdoor Play* *Head Start Facilities Manual* Cardboard, other materials for drawing or making three-dimensional models

Module	Activity	Time	Materials
Module 2: Creating Environments That Support Children's Growth and Development (Continued)	(W) Activity 2–3: What Do the Children Play With?	120 minutes	*Handout 6: Portrait of a Child* *Handout 7: A Personalized Inventory* *Handout 8: Ongoing Child Study* (Part C) *Appendix F* *Head Start Facilities Manual* Catalogs from supply companies for early childhood programs
	(C) Activity 2–4: Will They Play with It Today and Tomorrow?	90 minutes	Three play materials Art materials *Appendices E* and *F*
Module 3: Planning Schedules, Routines, and Transitions to Support Children's Growth and Development	(W) Activity 3–1: The Balancing Act	120 minutes	*Handout 9: Ongoing Child Study* (Part D)
	(C) Activity 3–2: Making Every Day the Same and Different	n/a	*Handout 10: Observing a Typical Day*
	(W) Activity 3–3: What Do the Children Do?	90 minutes	*Handout 11: A Child Development Approach to Planning Routines and Transitions* *Handout 12: Ongoing Child Study* (Part E)
	(C) Activity 3–4: Children Learn by Doing	60 minutes	*Handout 13: It's Breakfast Time!* *Handout 14: Answer Key: It's Breakfast Time!*

Introduction

Module	Activity	Time	Materials
Module 4: Using Child Development to Plan Activities	(W) Activity 4–1: All It Takes Is a Box	120 minutes	*Handout 15: Planning an Appropriate Activity* *Handout 16: Evaluation and Follow-Up* Child development charts in *Appendix E* Cardboard boxes (12 x 22 x 18 inches) Tape, scissors, glue, markers Recycled materials
	(C) Activity 4–2: The Planning Web	120 minutes	*Handout 17: Introduction to the Planning Web* *Handout 18: The Planning Web*
	(W) Activity 4–3: This One's Just for You	120 minutes	Completed *Ongoing Child Studies* (Handouts 2, 8, 9, and 12) *Handout 18: The Planning Web*
	(C) Activity 4–4: Accentuate the Positive	90 minutes	*Handout 19: Building on Children's Strengths*

C = Coaching Activities

W = Workshop Activities

Getting to Know Each Child

In this module, participants learn about the ecological model of child development, apply it to better understand and plan for individual children, and reinforce their knowledge of the interrelated nature of child development.

Outcomes

As a result of completing this module, the staff will be able to:

- Identify factors that influence each child's development
- Recognize that children develop in four interrelated domains: social, emotional, cognitive, and physical
- Observe how Head Start experiences encourage children's growth and development

Key Concepts

- The child's environment—parents, family members, culture, and community—influences growth and development.
- Children's growth and development may be affected by changing family circumstances; education staff need to know how to respond appropriately.
- Healthy growth and development in four interrelated domains— social, emotional, cognitive, and physical—contribute to children's social competence.
- High-quality early childhood education is based on knowledge of child growth and development.
- Part of Head Start's role is helping families learn about child development and suggesting ways to support children's growth and development at home.

Background Information

Factors Affecting Child Development

For many years, scientists and psychologists from a variety of cultures have studied how children develop. These studies produced some widely accepted theories about **stages of development** that most children, regardless of individual characteristics and family experiences, pass through as they learn to think, reason, and get along in society. The research has also

led to definitions of **principles** that apply to most children's growth and development and of **milestones**, specific skills learned in sequence, generally within a given age range.

These stages of development, principles, and milestones provide useful information for parents and others who nurture and support children.

However, other factors must also be considered. Each child develops within a family, community, and culture. A child's experiences in the *home* setting enormously impact how and what the child learns. For example, children raised in families that include three generations witness and participate in human relationships different from those of children raised by single parents who have little contact with other family members. Children who grow up in rural areas construct knowledge about different topics than do children who grow up in cities. Children living near clean, well-equipped public parks will probably have more opportunities to play outdoors than do children who have no safe places in which to play. To truly understand how to support each child's development, we must learn about the environment in which each child is being raised.

Ecological Model

Dr. Urie Bronfenbrenner, a child development theorist, developed the **ecological model** to explain his views on how family, community, and cultural factors influence each child's development. Bronfenbrenner placed the child at the center of this model and noted that a child's development was influenced by gender, age, health and nutrition status, temperament, and other individual characteristics. His theory is particularly compatible with Head Start's comprehensive and integrated approach to identifying and addressing each child's health, nutrition, and developmental needs.

Bronfenbrenner's ecological model of development can explain how family, community, and culture affect the growth and development of children growing up in many different cultures and settings. The model supports several of Head Start's philosophical tenets:

- Families are the primary influences in children's lives; Head Start should encourage and support parental involvement in their children's education.
- Each local Head Start program should reflect the community's goals for children and families.
- Head Start should deliver its comprehensive services through collaboration with community resources.
- Services should be individualized to respond to each child's and each family's unique background, skills, needs, and interests.

Immediate Environment

Bronfenbrenner's model describes four environmental systems that influence a child's development. The first system, the **immediate environment** in which a child lives, includes family, school (or child development program), peers, and neighborhood. Children's relationships and interactions with people in this system have the most immediate effect on their development.

Relationships/Connections

The second system involves **relationships or connections** between the people and institutions in a child's immediate environment (the first setting). For example, effective communication between parents and teachers about a child's experiences and progress supports and enhances that child's growth and development. On the other hand, when expectations at home and school are very different or conflict, a child's development may be hindered.

Indirect Influences

Children's growth and development can also be affected by a third system of **indirect influences**—experiences and institutions in which the children do not actively participate but that involve people and institutions related to the child. Changes involving these people and institutions can indirectly affect children's growth and development. For example, when a new recreational facility opens in the neighborhood, children have a place to play and be with friends and family; these positive experiences enhance children's development. A parent who enters a job training program develops increased competence and self-sufficiency. By achieving a life goal, the parent gains greater self-respect, which can also positively impact on a child's development.

Culture

The fourth and final system in Bronfenbrenner's model is the **culture** in which a child is raised. Most cultures have values and practices related to childrearing. Certain behaviors are encouraged, while others are considered inappropriate or undesirable. In addition, each child's sense of self is, in part, rooted in culture. Children tend to flourish in environments that acknowledge and respect their cultural beliefs and customs. Conversely, when children's cultures are not reflected in their experiences beyond the home, they may not achieve their maximum potential.

Head Start staff can use the ecological model to get to know each child and to understand the many factors that are likely to affect a child's growth and development. This information will help staff establish partnerships with parents and plan programs that support children's development at home, at the center, and during group socialization sessions.

Module 1

Activity 1–1: The Child Development Universe

Purpose: In this activity, participants review the *ecological model* of child development (based on the work of Urie Bronfenbrenner) and use it to understand how families, the community, and cultural beliefs and practices influence the growth and development of children in their Head Start programs.

Outcomes:

Participants identify factors that influence each child's development.

Participants observe how Head Start experiences encourage children's growth and development.

Materials:

Chart paper, markers, tape
Handout 1: The Child Development Universe

1. Explain to participants that this activity will focus on how families, communities, and cultures influence children's development.

> **Trainer Preparation Notes:**
>
> Review the Background Information to identify the key points to emphasize in the workshop.

2. Draw the graphic depicted in *Handout 1: The Child Development Universe* on chart paper and use this picture to explain Dr. Urie Bronfenbrenner's ecological model of child development. During your presentation, ask participants to offer real-life examples to illustrate the following points:

   - Children are at the center of child development. Each child's development is influenced by his or her health; gender; genetic characteristics; and individual time clock for physical, cognitive, social, and emotional development.

   - Children's growth and development are influenced directly by experiences in their families, with peers, at the center, during group socialization sessions, and in their neighborhoods.

   - Experiences that affect families, the Head Start program, and community services and institutions can indirectly affect children's development.

- Cultural values and practices affect a child's development. Children tend to flourish when their culture is valued and reflected in Head Start environments, activities, and interactions.

3. Distribute *Handout 1: The Child Development Universe*. Ask participants to work in pairs to examine how the ecological model applies to children enrolled in the program. Participants might benefit from focusing on a child with disabilities. Have each participant select a child and discuss with a partner how the model applies. Next, have the partners compare and contrast the influences on the development of each of the selected children. Explain that every child is a unique individual, in part because the influences on his or her development are also unique. An example of using the model to identify factors influencing a child's development follows:

   Child: Girl with allergies, born six weeks prematurely; responded to early intervention for developmental delays; now eighteen months old.

   Immediate Environment: Family lives in trailer on the grower's property (housing is adequate, but at some of the other sites where this family works, it is not). Focus child has older brother and younger brother. Mother and father attended school through seventh grade. Child is enrolled in infant-toddler group at Migrant Head Start program.

   Community: Area is very rural; nearest town has grocery store, library, playground, and elementary school.

   Culture: Parents were born outside the United States and speak the language of their native country; children are bilingual; religious beliefs guide their daily activities; children are expected to respect and obey parents and Head Start staff; parents express hope that their children will complete high school and perhaps go on to higher education.

4. Ask participants to continue working in pairs to identify strategies for supporting the growth and development of the two children they focused on in Step 3. They should develop at least three strategies that they can implement at the center or during group socialization sessions and at least three that parents could use at home.

5. Have participants share and discuss their strategies. Some examples of the kinds of strategies that the participants can develop include:

   - Complete frequent, systematic observations and recordings to keep track of a child's developmental gains and health status.

- Invite family members to participate in planning.
- Encourage the family to make use of community resources such as libraries and playgrounds.
- Offer materials that reflect children's families and cultures.
- Hold meetings and home visits at times that are convenient for families.
- Ask parents to provide input and recipes for meals and snacks.

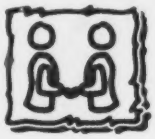
6. Close the session by reinforcing the following key points:

   - Parents and other family members are the primary influences in children's lives. Head Start staff work in partnership with families to support children's development.
   - Head Start delivers its comprehensive services by developing strong linkages with resources in the community.
   - Each community has its own goals for children. Head Start should consider these goals when planning its child development approach.
   - Head Start's individualized approach responds to each child's immediate environment, relationships or connections, indirect influences, and culture.

   Encourage participants to apply what they have learned in this activity by:

   - Implementing the strategies developed in Step 4
   - Using *The Child Development Universe* to get to know all the children with whom they work
   - Sharing what they have learned with families during home visits, conferences, and parent meetings

Activity 1–2: We Are What We Experience



Purpose: In this activity, participants will review the *ecological model* of child development (based on the work of Urie Bronfenbrenner) and use it to understand how families, communities, and cultural beliefs and practices influence children's growth and development.

Outcomes:

Participants identify factors that influence each child's development.

Participants observe how Head Start experiences encourage children's growth and development.

Materials:

Chart paper, markers, tape
Handout 1: The Child Development Universe

1. Explain to participants that this activity will focus on how family, community, and culture influenced their own development and how these factors affect the development of children in Head Start.

2. Ask participants to write a brief autobiographical sketch of an event from their childhood that highlights the support that the family and community provided.

> **Coach Preparation Notes:**
>
> You might want to complete this exercise, too. You can write your sketch before meeting with participants, and then use it as an example. Your involvement will provide another example of how the environment in which a child is raised affects development.

3. Provide a brief overview of Bronfenbrenner's ecological model of child development, using the Background Information at the beginning of this module and *Handout 1: The Child Development Universe*.

4. Have participants share their autobiographical sketches and identify the ecological factors that influenced their own development. Share your own sketch, too. Discuss the similarities and differences between or among their homes, communities, and cultural environments, and the subsequent effects of these factors on their development.

5. Share with participants the following example, which describes some influences on a child's development and strategies implemented at the center and at home to support the child.

Child: Nadine, age four-and-a-half, is the youngest of five children. Her family lived on the reservation until six months ago when they moved to the city.

Strategy at the center: We can ask Nadine's parents to help us make sure that our environment includes books, pictures, and other items that value and reflect tribal life. We can invite family members to share songs, stories, and foods to support Nadine and to expose the other children to some of the diversity of another culture.

Strategy at home: Nadine's parents can talk to her about what life was like in their home on the reservation, and what it is like now. They might draw pictures of their former and current homes; friends and relatives on the reservation and in the city; new and old outdoor environments. They can ask her questions such as:

How is our life in the city different from when we lived on the reservation?

How is our life the same as it was when we lived on the reservation?

How can we keep in touch with our family and friends on the reservation?

6. Ask participants to use the ecological model to get to know a child and family with whom they work. If appropriate, suggest that they focus on a child with disabilities. Next, participants should think of some strategies for staff to use at the center or in a group socialization session. They should also think about some to recommend to parents that encourage growth and development by responding to the child's unique characteristics. Have participants implement the strategies, involving parents as much as possible, and make notes on what happens.

7. Meet with participants to discuss what they learned about the child and family, the strategies devised, and what happened when they were implemented. Cover the following key points in your discussion:

   - Parents and other family members are the primary influences in children's lives. Head Start staff work in partnership with families to support children's development.
   - Head Start delivers its comprehensive services by developing strong linkages with resources in the community.
   - Each community has its own goals for children. Head Start should consider these goals when planning its child development approach.

- Head Start's individualized approach responds to each child's immediate environment, relationships or connections, indirect influences, and culture.

Encourage participants to use *The Child Development Universe* to get to know all the children and families with whom they work.

Activity 1–3: Constructing Child Development Knowledge

Purpose: In this activity, participants will learn how children develop across four domains: social, emotional, cognitive, and physical. Understanding how development is interrelated will help participants plan programs that encourage children's growth and development in all areas.

Outcomes:

Participants recognize that children develop in four interrelated domains: social, emotional, cognitive, and physical.

Participants identify factors that influence each child's development.

Participants observe how Head Start experiences encourage children's growth and development.

Materials:

Chart paper, markers, tape
3 x 5 index cards
Handout 2: Ongoing Child Study (Parts A and B)
Appendices A through *E*

1. Explain to participants that this activity will focus on identifying what they already know about child development: characteristics of different age groups, how development is interrelated, and the principles that describe how most children develop.

> **Trainer Preparation Notes:**
>
> This activity reviews the growth and development of infants (young and mobile), toddlers, and preschoolers. To respond to participants' training needs, you can adapt the activity to focus on the age groups that your Head Start program serves, rather than the entire age span from birth to five years *Appendices A* through *E* include background information on children's physical, cognitive, and emotional development.

2. Ask participants to divide into three groups. Give each group markers and a stack of 3 x 5 index cards. Assign an age—infant (young and mobile), toddler, preschooler—to each group. Ask each participant to take a card and write a statement that describes something that children in their assigned age group do. For example:

   - Infants put everything in their mouths.
   - Toddlers say *No* a lot.
   - Preschoolers ride tricycles.

3. Have participants share their statements with the other group members and, if necessary, clarify them.

4. Distribute several pieces of chart paper, markers, and tape to each group. Have them draw four columns, labelling them: social, emotional, physical, and cognitive. Next, ask the groups to review their index cards, categorize them according to the four domains, and tape them to the chart under the appropriate headings. For example, the above statements can be categorized as follows:

   - Infants put everything in their mouths. (*Cognitive*—this is how they learn about the world.)

   - Toddlers say *No* a lot. (*Social or Emotional*—they are testing limits and struggling to be independent.)

   - Preschoolers ride tricycles. (*Physical*—they use their large muscles to move the pedals.)

   Participants should put their statements in the order in which they typically occur (for example, crawling before walking).

5. Next, have the groups review each other's charts, add any missing key characteristics, and rearrange statements they think are not in sequence.

6. When the charts are finished, explain that each one summarizes the developmental characteristics of children in a certain age group. Refer to the completed charts as you summarize the following child development principles:

   - Most children follow the same sequence, or order, for development. Typically, they go through the same milestones of development in the same order.

- Each child develops in a unique way, with a built-in time clock for reaching milestones; a child's individual temperament, learning style, and environment (family, community, culture) affect development.
- Development depends on a combination of getting older (maturation) and learning.
- Development usually moves from the simple to the complex (for example, children typically use individual words before sentences).
- A child may mature earlier in one area than in another.
- Development is interrelated. Many experiences at home and at the center and/or group socialization session encourage children's development in several domains.

> **Trainer Preparation Notes:**
>
> If possible, arrange to have the charts typed and copied so all participants will have a set of children's developmental characteristics from birth through age five. You can also provide copies of *Appendices A* through *E*.

7. Note that the participants completed their charts by using what they already know about child development. Ask participants where this knowledge came from. If they do not mention that they know a lot about children from watching, living with, and working with them, be sure to make this point:

   Head Start staff and parents conduct research on child development just as scientists and theorists do—through observing, recording, and reflecting.

   Distribute *Handout 2: Ongoing Child Study* (*A. Introduction* and *B. Observation Summary*). Explain to participants that they will be conducting their own child development research, or *Ongoing Child Study*, using this handout and others provided in Modules 2 through 4. Ask participants to begin by selecting a child to be the focus of their study. It can be the child discussed in the previous activity or another child they want to know better. Suggest focusing on a child with a disability, and then have participants complete Part A of the handout.

Trainer Preparation Notes:

You may need to help participants arrange for relief from other responsibilities so that they can conduct their observations. If you are not on site, be sure to let participants know how to reach you if they have questions or need support in completing their observations and summaries.

Ask participants if they regularly use observation and recording skills. If not, or if they feel the need for a review of these skills, briefly explain the techniques used to conduct and record accurate and objective observations. You can use the training guide, *Observation and Recording: Tools for Decision Making*, as a resource.

Next, review *B. Observation Summary*. Tell participants they can make copies of this form and use them to summarize their observations. Suggest that they conduct several observations before the next workshop. Encourage participants to share their observation recordings with the child's parents.

Activity 1–4: Observing the Whole Child

Purpose: In this activity, participants will observe a child several times to learn how Head Start experiences can contribute to growth and development in all domains—social, emotional, cognitive, and physical.

Outcomes:

Participants recognize that children develop in four interrelated domains: social, emotional, cognitive, and physical.

Participants observe how Head Start experiences encourage children's growth and development.

Materials:

Chart paper, markers, tape
Handout 3: The Whole Child: Summary of Development
Appendices A through *E*

Coach Preparation Notes:

Participants complete Part A of *Handout 3: The Whole Child — Summary of Development* during a meeting with you. Then, they complete Parts B through E independently. You may need to help participants arrange for relief from other responsibilities so they can conduct their observations. If you are not on site, be sure to let participants know how to reach you if they have questions or need support in completing their observations and summary. You will meet with participants during Step 4 to discuss their observations and plans.

1. Explain to participants that this activity will focus on conducting firsthand observations of children's development across all domains. Participants will review their observation recordings and, if necessary, plan ways to change their practices to support children's development.

   For example, while observing a child playing house, a participant might see the child sharing (social development), playing with familiar items found at home (emotional development), making up a scenario and solving problems (cognitive development), and using items such as cooking utensils (physical development).

   Explain to participants that understanding how development is interrelated will help them plan programs that encourage growth across all domains. Tell them that this activity will include practice in observation and recording, skills used for a number of purposes such as getting to know children, sharing information and strategies with parents, and planning and evaluating the program.

2. Distribute *Handout 3: The Whole Child — Summary of Development*. Have participants select a child to observe in different settings (indoors and outdoors) and at different times of the day. Ask participants to complete *A. Introduction* of Handout 3 using what they already know about the selected child.

3. Review what participants will do to complete *Handout 3: The Whole Child — Summary of Development*.

   - *B. Observation Summary:* Make copies of this form, and record basic information before each observation. Conduct three to five observations, each lasting five to ten minutes, of the selected child:

- — Indoors and outdoors
- — Playing alone and with others
- — During at least one routine
- — Interacting with parents, staff, and other children

Record what you see and hear without making judgments, using labels, or drawing conclusions.

- *C. What I Learned about This Child:* Use your observation notes to complete this.

- *D. How I Might Change My Practices:* Reflect on what you learned about the child through observation and list what you might change in your own practices.

- *E. Continuing to Learn about This Child:* List what you would like to know about the child, why, and how you can find out.

4. Meet with the participants to discuss their observation notes and completed sections of *Handout 3: The Whole Child — Summary of Development*. Ask them to explain their strategies for continuing to learn about each child's development in all domains, sharing this information with parents and staff (as appropriate), and using practices that encourage all areas of development. Provide copies of *Appendices A* through *E* for participants to use as resources.

   In your discussions with participants, cover the following key points:

   - Parents provide valuable information about their children's backgrounds, skills, interests, and needs.

   - Each child passes through the same sequence of development but develops in a unique way.

   - Children's development is interrelated across domains. Most Head Start experiences promote growth and development in more than one area.

   - Conducting systematic, regular observations and recording is one way to get to know children and monitor their progress.

   - A child's development is affected by a number of factors: health status, individual characteristics, family, community, and cultural values and practices.

Next Steps: Ideas to Extend Practice

Participants working independently or with other staff can build on the skills developed through this guide by completing activities such as the following ones. Some of the activities can contribute to the participants' professional portfolios.

Learn about the Organizations in Your Community

Identify the community organizations that support Head Start children and families and find out about the services they offer. Collect fliers that community groups use to advertise their programs and services and give them to families. Invite community representatives to visit the Head Start program to meet with children and families and to find out firsthand what services are most needed and valued.

For example, invite a children's librarian to a meeting of parents and staff to discuss the library's programs. The meeting can educate parents and staff about what services are available. It can also give the librarian a chance to find out how to tailor services to better meet the needs of Head Start children and families.

Possible Portfolio Entry: Handout summarizing services provided through community groups

Update Your Parent Training on Child Development

Use *The Child Development Universe* as a part of the program's training for parents on child development. This model can help parents understand how they contribute to their children's growth and development and why their role is so important. The Appendices to this guide are also useful resources for parent training.

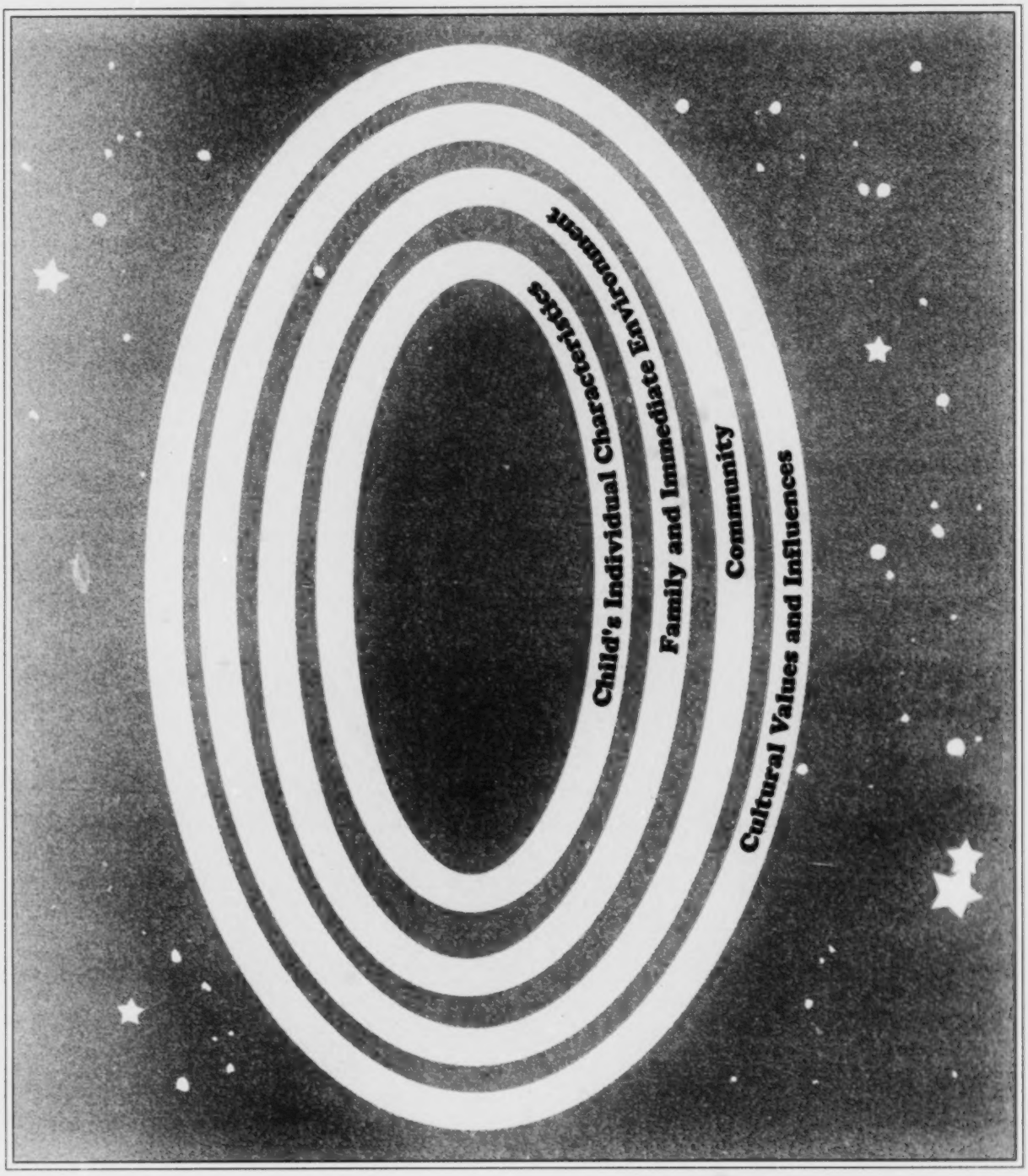
Possible Portfolio Entry: Parent training session evaluations

Involve Parents as Observers of Their Children's Development

Ask staff to involve parents in constructing their own knowledge of child development. Suggest conducting joint observations of a child at home, at the center, or during a group socialization session. The two observers (parent and staff member) can discuss what they saw and heard, noting how the child used skills in the four domains.

Possible Portfolio Entry: Observation recordings (with names deleted for confidentiality)

Handout 1: The Child Development Universe



Note: Use with Activities 1–1 and 1–2

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Handout 2: Ongoing Child Study

A. Introduction

Instructions: Select a child whom you will study while working with this guide. This would be a good opportunity to get to know a child with disabilities. Complete as much of the following as possible. Ask parents and other Head Start staff for missing information.

Child: _____ **Age:** _____ **Gender:** _____

Describe the child's environment (family, neighborhood, community, culture):

For each area of development, give at least three examples of skills that you have seen this child use. While conducting your study, you can add more examples.

Social:

Emotional:

Cognitive:

Physical:

Note: Use with Activity 1–3

Handout 2: Ongoing Child Study (Continued)

B. Observation Summary

Instructions: Make as many copies of this form as you need to summarize each observation of the child you are studying:

Child: _____ **Time:** _____ **Date:** _____

Setting:

Activity or routine:

Other children present:

What did you see and hear?

How can you use the information collected through your observations?

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Handout 3: The Whole Child—Summary of Development

A. Introduction

Instructions: Select a child to observe for five to ten minutes on three to five occasions in different settings (indoors and outdoors) and at different times of the day. This would be a good opportunity to get to know a child with disabilities. Record the following information about the child:

Child: _____ **Observer:** _____ **Date:** _____

For each area of development, give three examples of skills you have seen this child use. After conducting your observations, you can add additional examples.

Social:

Emotional:

Cognitive:

Physical:

B. Observation Summary

Instructions: Make as many copies of this form as you need to record the following basic information about each observation of the child selected to be the focus of this activity.

Setting: _____ **Time:** _____ **Date:** _____

Activity or routine taking place:

Other children present:

Adults present:

Note: Use with Activity 1–4

Handout 3: The Whole Child—Summary of Development (Continued)

C. What I Learned about This Child

Instructions: Use your observation notes to summarize this child's development and to add examples of the child's skills to the *Introduction* (Part A on Handout 2).

Which indoor and outdoor activities does this child enjoy? Describe what the child did.

Example: During my first observation, Marissa, a child with Down syndrome, was painting at the easel. She used three colors—red, blue, and green—and a wide brush with a short handle. She was able to control the brush as she made red circles with green dots in the middle. She signed her name—MRSA.

List the kinds of materials and equipment this child likes to use—indoors and outdoors.

Describe how this child typically plays (for example, alone, with one or two others, in a small group).

Describe how this child uses self-help skills in routines (for example, holds bottle, brushes teeth, puts on coat, stores belongings in cubby).

How does this child handle frustration?

What does this child talk about (for example, family, friends, television, books)?

Describe the kinds of books and music this child enjoys.

How and when does this child ask for adult help?

Handout 3: The Whole Child—Summary of Development (Continued)

C. What I Learned about This Child (Continued)

Give several examples of this child's thinking skills (for example, solving problems, showing curiosity, asking questions, classifying, storytelling).

How does this child approach new situations, people, and materials?

Describe how this child moves his or her body (for example, creeps, crawls, walks, runs, jumps, climbs, hops).

What equipment does this child use? Can the child crawl up a ramp? Ride a tricycle? Pull a wagon? Climb the ladder to the slide?

Describe how this child uses small motor skills (for example, grasps a rattle, uses eating utensils, holds crayons and paintbrushes, builds with blocks, turns the pages in a book).

Handout 3: The Whole Child—Summary of Development (Continued)

D. How I Might Change My Practices

Instructions: On the basis of what you learned about this child, list some ways you might change your practices to encourage the child's growth and development.

Environment, Materials, Equipment:

Example: I observed Haki having difficulty pedaling one of our small tricycles. His legs are long enough to reach the pedals, but it seems they aren't strong enough to push the pedals. We need at least two riding toys without pedals for Haki and others in the two-year-old group who aren't ready for tricycles.

Routines and Transitions:

Activities:

Interactions:

Handout 3: The Whole Child—Summary of Development (Continued)

E. Continuing to Learn about This Child

Instructions: Observation is only one source of information about a child. List some things you would like to know about the child, why you think it would be useful to have this information, and how you can find out.

What I Would Like to Know about This Child	Why the Information Would Be Useful	How Can I Find Out?
(Examples) *Does Marcus help with cooking at home?*	***(Examples)*** *He enjoyed stirring, pouring, and kneading when we baked bread at last month's group socialization, and could repeat the steps at home, too.*	***(Examples)*** *Ask his mother in our next home visit.*
Does Marcus tend to initiate activities, or join in after they are started by another child?	*I didn't observe Marcus initiating activities, but the observation period was too brief to draw conclusions.*	*Coordinate with other staff so I can observe during the next group socialization. Ask his mother during the next home visit. Discusss my observations with other staff and ask for their perspectives.*
Does Marcus play with children outside his family?	*Marcus has strong social skills such as sharing and taking turns. He could be a model for children who have less-developed social skills. We could pair them during some activities.*	*Ask his mother in our next home visit.*

Module 2

Creating Environments That Support Children's Growth and Development

In this module, participants learn how to provide safe, healthy, and appropriate indoor and outdoor environments that respond to children's developmental characteristics.

Outcomes

As a result of completing this module, the staff will be able to:

- Arrange the indoor and outdoor environments to ensure health and safety and to promote children's growth and development
- Select materials and equipment that match children's backgrounds, abilities, skills, needs, and interests
- Involve parents in creating appropriate environments and selecting and using materials and equipment that encourage children's development

Key Concepts

- Well-planned indoor and outdoor environments support children's development across all domains—social, emotional, physical, and cognitive.
- Materials provided for children's use should accommodate a wide range of developmental needs and skills, reflect children's backgrounds, respond to children's current interests, and promote development across all domains.
- Children grow and learn when they explore and use materials at home, at the center, during group socialization sessions, and in the community.

Background Information

The characteristics of appropriate environments for young children are closely tied to their **developmental skills and needs**. Most young children learn through active exploration of their surroundings. At different stages of development, they use different skills to conduct their explorations.

Infants learn by moving their bodies and using their senses. They need safe, sanitary materials that they can put in their mouths and safe, open places for rolling over, crawling, pulling up, and learning to walk. Toddlers are always in motion. They need an environment that offers challenging but safe opportunities to run, jump, climb, push, pull, fill, dump, and pour. Preschoolers are curious about how things work and the effects their actions have on objects and materials. A good environment

for preschoolers has lots of variety, encourages a sense of competence, and offers consistency while also responding to children's changing skills and interests.

Appropriate environments for young children promote their health and keep them safe. This is important at home, at a center, and at a group socialization site. Environments should also be tied to children's developmental characteristics. Parents and Head Start staff should view an environment from a child's perspective—what a child can see, touch, climb, examine, and explore—and consider what a child is likely to do there—need a diaper change, eat a snack, paint, use play dough, move around, wash his or her hands. This simple exercise will help adults create environments that respond to and enhance growth and development.

Appropriate environments for young children also include people—family members, teachers, assistants, volunteers, home visitors, and others—who respond to individual children and help them feel valued and loved. The younger the child, the more important this aspect of the environment is. In the early stages of development, children are learning to build relationships with adults and peers. A positive social atmosphere, created and maintained by caring adults, contributes greatly to each child's healthy growth and development.

Here are some examples of how the environment can reflect and enhance children's needs and skills.

All Young Children

An environment that supports **all young children's** growth and development and keeps them safe and healthy has:

- Access to the outdoors (a park, playground, backyard, or patio)
- Covers on electrical outlets
- Walls free of lead paint
- A place that supports adult needs (a message area at the center or group socialization site, or a space at home where adults can take a break or display or store their breakables)
- People who talk to children, respond to their needs, and help children feel valued and loved
- An open area with a smooth surface (vinyl, wood, blacktop) for using wheeled toys

- Items like those found at home (cushions, pots and pans, curtains, a rocking chair)
- Ample open space where children can move without bumping into other people
- Music and other pleasant sounds
- Places to be alone (a cardboard box, a collapsible tunnel, a sheet draped over a table) while taking a break from noise and activity
- A place to store personal belongings (cubbies at a center or group socialization site, a specific shelf or dresser at home)
- Places to store items used only when children are closely supervised
- Low, open shelves where children can see and reach for a variety of materials and toys
- Pictures hung on the wall at children's eye level (you may need to accept the fact that infants will try to pull them down)
- Safety gates to block off areas that are not safe for children

Infants

An environment that supports **infants'** growth and development and keeps them safe and healthy has:

- A place for diapering that can be easily sanitized, raises the child off the floor, and is located away from the feeding area (for example, diapering takes place on a padded, washable mat that can be stored when not in use)
- A comfortable place where an adult can sit and comfort or feed a baby
- A soft open play area where infants can practice crawling and walking without getting in each other's way
- Sturdy railings or furniture that babies can hold onto while pulling themselves up to a standing position
- Different levels and textures so infants can explore and use their senses
- A variety of interesting things to look at and touch

Toddlers

An environment that supports **toddlers'** growth and development and keeps them safe and healthy has:

- A diapering area and low toilets or a step stool so toddlers who are ready can learn to use the toilet without adult assistance
- Soap and towels (paper towels at a center or group socialization site, paper or cloth at home) hung by the sink at toddlers' level to encourage independence
- Low tables and chairs, sized for toddlers, where children can eat, use materials, and do activities
- Places to safely jump and climb (an old mattress, a pile of pillows, a small climber, or a rocking boat)
- Equipment sized for toddlers (equipment designed for preschoolers is too large for toddlers to use safely).

Preschoolers

An environment that supports **preschoolers'** growth and development and keeps them safe and healthy has:

- Space to set up or rotate activities that encourage all areas of development (for example, interest areas in a center or group socialization site, baskets or boxes full of materials such as dress-up clothes, paper, and crayons at home)
- Places where children can work or play alone or with a friend
- Low tables and chairs, sized for preschoolers, where children can eat, use materials, and do activities
- Places to store works in progress
- Toilets and sinks at the appropriate height for children, or with step stools nearby
- Soap, paper towels, sponges, and other supplies for personal hygiene and cleanup located within children's reach

Materials and Equipment for Young Children

The materials and equipment available for young children's use should **reflect their backgrounds, families, cultures, and communities**. For example, recordings, books, posters, recipes, signs, and dress-up clothes and props should reflect children's ethnic and cultural backgrounds and home languages. The materials should match children's individual and developmental skills and interests.

The materials and equipment should be **appropriate for children's ages and stages**. Materials should offer children challenges, but not be so complex that children are frustrated. For example, when a child masters a four-piece puzzle, it might be time to offer a new challenge—a six-piece puzzle—rather than one with ten pieces. When children feel successful, they are eager to take on new challenges. When they feel frustrated, they may give up or return to an activity at a more comfortable skill level.

Continuity builds a sense of security in young children. Some items in the environment need to be available in the same place, every day. In addition, parents and staff can rotate some items and add new ones in response to children's changing skills and interests, or when they want to offer children new experiences. For example, dress-up clothes are available all year and a selection of props and accessories are rotated to extend children's dramatic play.

Safety is another feature of appropriate materials and equipment for young children. This is particularly important when items are used by many children. Therefore, items should be sturdy, in good repair, free from splinters and peeling paint, and sized for the children enrolled. It is important to conduct regular safety checks to identify unsafe items that must be repaired or removed.

Many of the best materials for young children are those that can be **used in many different ways**. There is no right or wrong way to use them. Different children use them in different ways; and as children gain new skills, they find new ways to explore the items. These materials are ideal for individualizing because a single item can respond to a wide range of interests and skill levels. For example, children of different ages enjoy playing with blocks. Infants bang the blocks together and put them in their mouths. Toddlers make towers, lay blocks end to end, and begin to discover that two square blocks equal one rectangle. Preschoolers, who have had more experience with blocks, create roads and buildings and know what sizes and shapes they need to carry out their plans.

In addition to materials and equipment specifically designed for young children, each classroom in a center or used for a group socialization session should have some items that create a **home-like atmosphere**, while also encouraging development. For example, bowls that fit inside each other serve the same purpose as nesting cups, but are familiar to children and parents. Children feel a sense of security playing with items found at home and parents get the idea that their homes are filled with learning materials. Many recycled items from homes and businesses are safe and interesting art materials. In addition, staff and parents can make learning materials themselves, such as homemade books about a familiar

activity that are illustrated with photographs of the children, families, and community.

Although Head Start children should have time for active outdoor play every day, the indoor environment should also provide equipment that encourages children to **move their bodies** and use their large motor skills. Hula hoops, streamers to dance with, tumbling mats, indoor climbers, cardboard cartons to crawl through, large hollow or cardboard blocks, a balance beam, and rocking boats are examples of materials that encourage children to use and develop physical skills.

Responding to Individuals

An appropriate environment for young children also responds to individuals. Children's backgrounds are considered when selecting equipment, materials, and decorations. Adaptations are made so that all children, including those with disabilities, can be included in activities and experiences. In addition, as children grow and develop, families and Head Start staff should change the environments in response. As infants grow, their cribs are replaced by cots or sleeping mats. As toddlers become preschoolers, they are ready to use riding toys with pedals.

Appendix F lists basic play materials for infants, toddlers, and preschoolers. Additional information on appropriate environments, materials, and equipment for young children can be found in many of the standard early childhood texts, including some listed in the Resources section of this guide. Also, the *Head Start Facilities Manual* provides guidance on setting up environments for infants, toddlers, and preschoolers.

Activity 2–1: Form Follows Function in Supportive Environments

Purpose: In this activity, participants will learn to identify how specific features of effective environments for young children encourage development and use of skills across the four domains.

Outcome:

Participants arrange the indoor and outdoor environments to ensure health and safety and to promote children's growth and development.

Materials:

Chart paper, markers, tape
Child development charts in *Appendix E*
Handout 4: Using the Environment to Build Skills

1. Explain to participants that this activity will focus on features of the environment that encourage children to develop and use specific skills in the four domains.

Trainer Preparation Notes:

You should adapt the instructions provided below to address the age groups with which participants work. Each group can focus on a different age group (infants [young and mobile], todders, and preschoolers) or all can focus on a single age group.

2. Write the following statement on chart paper:

   Form follows function.

   Explain that this statement was coined by Louis Sullivan, a famous American architect. Lead a discussion on what this statement means and how it applies to environments for young children.

Trainer Preparation Notes:

The statement *form follows function* refers to how the design of a product or environment is connected to how the product or environment will be used. For example, cars are designed so that the person operating the vehicle can safely reach all of the controls while seated in the driver's seat; eating utensils are designed to fit comfortably in the human hand; cups have handles so we can hold a hot beverage without getting burned; shopping malls have places to sit so tired shoppers can recoup their energy and then continue their shopping; and playgrounds for children encourage a variety of safe, age-appropriate activities.

3. Ask participants to form small groups. Provide chart paper and markers. Ask each group to list as many features as possible of an environment that is appropriate for young children. The following are features of indoor and outdoor environments that support children's development:

   Blacktop or pavement
   Cabinets that can be locked
   Carpeting
   Curtains
   Cushioning under climbers
   Cushions
   Open shelves
   Overhead lights
   Paper towel rack
   Railings
   Raised platforms and/or lofts
   Safety gates

Defined play areas
Grassy areas
Kitchen (separate or within the room)
Low hooks
Natural light
Open play areas
Shady areas
Sink with hot and cold water
Storage areas
Toilets (child-sized or with a step stool)
Washable floors

4. Have participants share their lists in *round robin* style. (The first group shares a feature from their list. The second group shares a different one. Groups continue to share without repeating until they run out of items.)

5. Provide copies of the child development charts in *Appendix E.* Ask groups to review the skills and characteristics typical of children at different ages. Each group should select two skills or characteristics from the physical, socio-emotional, and cognitive headings (a total of six items). Participants can record the skills on the chart paper.

6. Distribute *Handout 4: Using the Environment to Build Skills.* Ask groups to discuss what feature of the environment would encourage a child to practice and use the skill selected from the child development charts. For example, a baby learning to crawl needs a safe, open area; a toddler who likes to paint needs a washable floor; a preschooler looking at books needs a good source of light. Groups can refer to the lists of environmental features created during Step 3. Each group should complete one copy of *Handout 4: Using the Environment to Build Skills.* You can collect the completed handouts and copy them so everyone will have a set.

7. Ask the small groups to share their completed handouts. Lead a discussion on how a child's home, center, and/or group socialization environment (indoors and outdoors) enhance growth and development. Refer to the examples for each age group represented in the Background Information for this module.

8. Ask participants to select one thing that they would like to change in the center or group socialization environment to make it more appropriate for the children with whom they work. Encourage the participants to involve parents in making the changes so the staff can share what they learned in this workshop about creating safe, healthy, and appropriate environments for young children.

Activity 2–2: Stepping Out

Purpose: In this activity, participants will use their imaginations to plan an outdoor area that offers a balance of activities and supports children's development across the four domains. Participants select an element of their *ideal* design that could be adapted and implemented in their program. They involve parents in planning and carrying out this part of their plan.

Outcomes:

Participants arrange the indoor and outdoor environments to ensure safety and to promote children's growth and development.

Participants involve parents in selecting and using materials and equipment that encourage children's development.

Materials:

Chart paper, markers, tape
Cardboard, other materials for drawing or making three-dimensional models
Handout 5: Planning for Outdoor Play
Head Start Facilities Manual

1. Explain to participants that this activity will focus on planning an ideal outdoor play area for the children in their program and on working with parents to adapt and implement part of their design to support child development.

2. Distribute *Handout 5: Planning for Outdoor Play*, and review the list of criteria. Ask participants to use this handout as a reference while creating an ideal outdoor area that supports the growth and development of children. Also share with participants the *Head Start Facilities Manual*. Tell participants to make the following assumptions: money is no object, there is sufficient space to carry out their plans, and all equipment meets safety standards. Tell participants to draw their designs on paper or make them three-dimensional, using the available materials.

3. Meet with participants to discuss their plans for ideal outdoor areas. Ask them to explain how their plans meet each of the criteria on *Handout 5: Planning for Outdoor Play*, offer a balance of activities, and support development for all children across the four domains, including children with disabilities.

4. Have participants select an element of their plan for an outdoor area that could be adapted and implemented by their program. Discuss what resources—materials, assistance of other staff and families—will need to implement their ideas, and offer assistance in locating the resources, as needed.

Coach Preparation Notes:

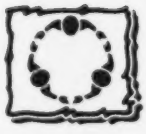
If participants have difficulty choosing the part of their plans that could be adapted and implemented, share the following example:

A participant's ideal plan includes a large garden area in which children can dig, plant, conduct experiments, and learn about nutrition. The program does not have a large sunny area for a garden, so the participant works with other staff and parents to find another way to achieve the same goals for children. Staff and parents decide to plant a small *portable* garden in a wheelbarrow that is moved into the sun every day. In addition, the participant suggests to the parents that they spend some of their fund raising resources to purchase seeds and other materials for establishing a garden in the community.

5. Support participants as they work with other staff and parents to modify their designs and implement them for the children in the program.

6. Meet with participants to discuss how children responded when the plans, developed jointly with parents, were implemented and how the changes to the outdoor environment supported children's development. Have the participants think of ways to continue involving parents in adapting and implementing portions of their ideal plans.

Activity 2–3: What Do the Children Play With?



Purpose: In this activity, participants will select materials and equipment that respond to children's individual and developmental needs across the four domains and reflect their cultures and home languages.

Outcomes:

Participants select materials and equipment that match children's backgrounds, abilities, skills, needs, and interests.

Participants involve parents in creating appropriate environments and selecting and using appropriate materials and equipment that encourage children's growth and development.

Materials:

Chart paper, markers, tape
Catalogs from companies that sell materials for early childhood programs
Head Start Facilities Manual
Handout 6: Portrait of a Child
Handout 7: A Personalized Inventory
Handout 8: Ongoing Child Study (Part C)
Appendix F

1. Explain to participants that this activity will focus on matching materials and equipment to the individual and developmental skills and needs of a child.

2. Ask participants to form small groups. Distribute *Handout 6: Portrait of a Child*. Have each group create a fictional Head Start child. Explain that the group will define the child's age and gender and make up information about the child's background, interests, abilities, skills, and needs. Have one or more groups create one child with a disability and one with limited English skills. After the written portraits are complete, have each small group pass its child to another group.

3. Have the small groups read the portrait of the child they received. Distribute *Handout 7: A Personalized Inventory*and *Appendix F*. Ask the groups to select materials and equipment that will respond to the child and encourage growth and development across the four domains.

> **Trainer Preparation Notes:**
>
> If possible, provide a catalog of early childhood resources for each small group to use with *Appendix F* to make their selections. Also provide one or more copies of the *Head Start Facilities Manual*.

4. Have small groups make presentations to the large group. Each group should describe the child and explain why the materials and equipment the group selected are appropriate for this child and how they will support growth and development.

5. Lead a summary discussion on how an appropriate inventory of materials and equipment can support children's development. Cover home, center, and group socialization settings.

Trainer Preparation Notes:

Use the Background Information for this module to review criteria for appropriate materials and equipment for young children.

6. Distribute *Handout 8: Ongoing Child Study* (Part C). Ask participants to think about the toys, materials, and equipment that the children who are the focus of their studies use. Participants can list the items the child uses and their recommendations for additional items in Part C of the handout. (Reminder: Parts A and B were provided in Module 1.)

Activity 2–4: Will They Play with It Today and Tomorrow?

Purpose: In this activity, participants will consider the characteristics of appropriate play materials for children during the early childhood years.

Outcomes:

Participants select materials and equipment that match children's backgrounds, abilities, skills, needs, and interests.

Participants involve parents in creating appropriate environments and selecting and using appropriate materials and equipment that encourage children's development.

Materials:

Chart paper, markers, tape
Three play materials
Assortment of art materials to make advertisements
Appendices E and *F*

1. Explain to participants that this activity will focus on commonly used play materials, developing a set of criteria for selecting appropriate materials, and designing and advertising a toy for children in a specific age group.

2. Introduce three play materials: one that children of various ages can use in different ways (for example, blocks or a set of pots and pans); one that is appropriate for young children at a certain stage of development, although it is used in only one way (for example, a puzzle or a shape-sorting board); and one that is used in only one way, is quickly outgrown by children, or inhibits creativity (for example, a busy box hung on the side of a crib or a set of rubber props associated with a specific fast-food restaurant). Do not give the reasons

for selecting the items or the characteristics that make them appropriate or inappropriate.

3. Ask participants to *play* with each of the materials as children might and in as many ways as possible. They can play alone or with a partner. Allow about fifteen to twenty minutes for this step.

4. Discuss with participants what they liked and did not like about the materials. Ask questions such as:

   Which ones did you find most interesting?
   Which ones did you quickly tire of?
   Which ones would you want to use again?
   What skills did you use while playing with the toys?
   What areas of development were enhanced by using these materials?

5. Ask participants to list the characteristics of developmentally appropriate play materials. The lists should be general enough to apply to materials that children use throughout early childhood. An item can be considered appropriate if it meets most, but not all, of the selection criteria. For example, developmentally appropriate materials:

   - Reflect the cultures, ethnic groups, and communities of children and families
   - Are sturdy, in good repair, and free from splinters or peeling paint
   - Are sized for the children enrolled (neither too large nor too small)
   - Can be used or adapted in different ways (there is no right or wrong way to use it)
   - Can be used by children at different stages of development (*grow* with the children)
   - Offer children challenges, but do not cause children frustration
   - Remain interesting to children over time
   - Can be purchased or homemade
   - Are familiar because they are also found at home (measuring cups, dress-up clothes)

- Encourage growth and development (physical, social, emotional, and/or cognitive)

6. Have participants share their lists of criteria. Record a master list on chart paper. If possible, arrange to have this typed and copied so that everyone can have a complete set of criteria.

7. Distribute copies of *Appendix E* (child development charts) and *Appendix F* (lists of appropriate materials for children of different ages). Ask participants to design toys (homemade or manufactured) appropriate for specific age groups, using *Appendices E* and *F* and the criteria developed in Step 5. Have participants compose advertisements to convince others to buy or make the toys. Provide an assortment of art materials for their use.

8. Have participants share their toys and advertisements. Discuss what makes their creations appropriate. Suggest using the master list of selection criteria to assess the materials that children use in the program and to suggest additions or replacements that would be more appropriate or provide additional challenges.

Next Steps: Ideas to Extend Practice

Participants working independently or with other staff can build on the skills developed through this guide by completing activities such as the following ones. Some of the activities can contribute to the participants' professional portfolios.

Conduct Regular Safety Checks

Some Head Start programs operate in spaces that were not designed for children to use. Others are fortunate enough to be housed in spaces designed just for them. Regardless of the setting, it is crucial for staff to conduct regular safety checks to make sure the indoor and outdoor environments are free of hazards that could cause children to have accidents. This is particularly important when children use a playground that the community maintains, rather than an area maintained by Head Start.

Develop indoor and outdoor safety checklists and establish a schedule for conducting daily and monthly safety checks in classrooms at centers and group socialization sites. Several resources listed at the end of this guide include checklists that can be adapted to meet your program's needs.

Possible Portfolio Entry: The safety checklist, schedule for using it, and a summary of safety hazards found and how they were addressed

Offer a Parent Workshop

Offer a workshop for parents on using items found in the home as play materials and making new toys from recycled materials. Distribute and discuss the master list of selection criteria created by participants in Activity 2–2. Reassure parents that the cost of a toy has nothing to do with whether it will encourage a child's development.

Possible Portfolio Entry: Photographs of play materials made in the workshop

Observe Children Outdoors

Conduct a series of observations of children using the outdoor environment. Note how children's use of materials and equipment and the overall features of the outdoor play area encourage development in the four domains: physical, cognitive, social, and emotional.

If the opportunities seem out of balance (for example, many encourage physical development and few encourage cognitive development), plan ways to adapt the environment so children, including those with disabilities, have more opportunities to use a variety of skills during outdoor play. For example, bring some indoor materials outdoors to offer more varied experiences or activities.

Possible Portfolio Entry: Summary of adaptations to the environment or activities that encourage children's development in the four domains

Establish a Toy-Lending Library

Work with a community group such as a library, children's museum, or service organization to establish a toy-lending library. Involve parents in planning, operating, and evaluating the toy-lending program.

Possible Portfolio Entry: Brochure announcing the opening of the library or inventory list of items available on loan

Handout 4: Using the Environment to Build Skills

Instructions: Use this form to record the skills your group selected from the child development charts and to list the environmental features that would help a child practice and use each skill.

Skills	Environmental Features

Note: Use with Activity 2–1

Handout 5: Planning for Outdoor Play

Instructions: Use your imagination to create an outdoor play area that offers a balance of activities to support child development across the four domains: social, emotional, physical, and cognitive. You can assume the following: money is no object; there is sufficient space to carry out your ideas; and the play equipment meets safety standards. You are encouraged to use your creativity; however, your play area should meet the following general criteria:

- The area has some natural materials (wood climber, garden, stones, trees, bushes, grass, wood chips).
- There are a variety of activity choices (children can ride, construct, swing, hammer, climb, read, pour, dig, kick, throw, pretend, paint, balance, cooperate, play games).
- There are grassy, open areas.
- There is a smooth surface for equipment with wheels.
- There are private places where children can play quietly alone or with one or two others.
- There is a storage area large enough to hold equipment and toys.
- There are play opportunities for children of differing abilities.
- There is enough room for children to move freely without getting in other people's way.
- There are different levels (small hills, ramps, flat areas, climbers with platforms at different heights).
- There are a variety of hard and soft textures and surfaces (grass, sand, paved areas, wood chips).
- There are sunny and shady areas.
- One shady area includes a place for eating and activities such as drawing or doing a puzzle.
- There is a place where a pet can spend time outdoors without getting too cold or overheated or without running away.

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Note: Use with Activity 2–2

Handout 6: Portrait of a Child

Instructions: Your group will use this handout to *create* a portrait of a Head Start child. Give your finished portrait to another group so they can design an appropriate environment.

Name: _____ **Age:** _____ **Gender:** _____

Describe the child's family (for example, siblings, parents, other relatives, other household members, home language, culture):

Describe the child's community (for example, setting, housing, parks, support for children and families):

Give some examples of the child's skills and needs:

Social (for example, playing with others, sharing, cooperating)

Emotional (gaining a sense of self, learning self-control)

Cognitive (thinking, problem solving, experimenting)

Physical (using small and large motor skills)

What kinds of books, toys, and other materials does this child enjoy?

What are the child's favorite activities?

What are this child's special interests?

What makes this child unique?

Note: Use with Activity 2–3

Handout 7: A Personalized Inventory

Instructions: Read the portrait of your assigned child and discuss the materials and equipment that would support this child's growth and development. Use this handout to create a personalized inventory for the fictional child.

Material/Equipment	Reasons for Selection	How the Child Can Use It

Note: Use with Activity 2–3

Handout 8: Ongoing Child Study

C. Are the Toys, Materials, and Equipment Appropriate?

Instructions: List the toys, materials, and equipment that the child who is the focus of your study uses and describe how the child uses them. **Note:** Use with previously completed sections of your *Ongoing Child Study* (Handout 2, Parts A and B).

Toys, Materials, and Equipment	How the Child Uses It

What toys, materials, and equipment would you like to provide in response to what you have learned about this child's background, needs, abilities, skills, and interests?

Note: Use with Activity 2–3

Module 3

Planning Schedules, Routines, and Transitions

In this module, participants learn to plan schedules, routines, and activities to match children's individual and developmental needs.

Outcomes

As a result of completing this module, the staff will be able to:

- Plan a balanced daily schedule that reflects a child's individual and developmental needs
- Modify the schedule to take advantage of spontaneous events (for example, to respond to teachable moments)
- Use a flexible approach to routines and transitions that reflects a child's skills and needs and is altered when necessary to respond to changing needs and growing skills
- Adapt the schedule, routines, and transitions to meet a child's individual needs

Key Concepts

- Appropriate schedules reflect children's individual and developmental needs.
- A schedule should offer balance by providing opportunities for children to:
  - Be alone, in a small group, in a large group, and one-on-one with an adult
  - Develop and use physical, social, emotional, and cognitive skills
  - Play indoors and outdoors
  - Engage in active and quiet experiences
  - Participate in familiar activities and in those that offer challenges or introduce new topics and ideas
- Routines and transitions are opportunities to promote children's learning at home, at the center, and during group socialization sessions.

Background Information

Routines are activities that take place with regularity each day or week. Some routines typically take place at home—getting up, taking a bath,

reading a bedtime story, eating dinner—and each family has its own unique way of carrying them out. Many adults have fond memories of the consistent and predictable activities that took place during their childhoods. For example, performing the same bedtime ritual each evening reinforced a sense of belonging and connection to the family.

Routines are also part of a child's experiences at the center or during a group socialization session. Every day, children participate in routines such as arrival and departure, eating meals and snacks, cleaning up, and getting ready for nap time. Staff and parents need to plan for these routines just as they plan for other activities. When these routines are performed in the same way each day, children feel a sense of mastery over their environments. They are reassured because they can predict what will happen, in what order, and with whom.

Influence of Routines on Development

The younger the child, the more time he or she spends engaged in routines. For example, a newborn infant can experience ten or twelve diaper changes a day. This time adds up to a significant part of the day. Unlike adults, infants do not think of routines as chores to be completed as quickly as possible. In their view, diapering is another interesting life experience, an opportunity to get to know their parents and caretakers and learn more about the world. It is important for adults to adopt the child's point of view and use routines to encourage growth and development.

When children participate in routines, they develop and use skills in all developmental domains. For example, an infant picking up slices of banana from a high chair tray uses small motor skills. A toddler helping to carry a basket of laundry uses large motor skills and is learning a social skill—cooperation. A preschooler putting away blocks uses both physical and cognitive skills to match the block's shape to the picture of the shape taped on the shelf.

Most young children are motivated to develop the self-help skills they need to participate in routines. At some stages of development, such as during the toddler years, they may go back and forth between wanting to do things for themselves and wanting to remain dependent on adults. These conflicting feelings tend to be temporary, however, and children soon return to their quest for independence.

Planning for Transitions

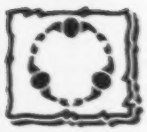
Transitions are in-between times when children are moving from one activity to the next. Transitions include the time when children wait for the bus to go home; when some children are ready for the next activity, and some are not; and when a child is waiting to run an errand with a parent who is not ready. Some children find it difficult to wait for the next activity. One child might be worried because she does not know what is going to happen. Another might be hot because he has his coat

on and is ready to go outdoors. Yet another might be frustrated because she had to clean up, even though she was not finished with her finger painting. When transitions are well planned and children are not expected to wait for too long—something they are not yet developmentally ready to do—behavior problems are less likely to arise. At home, at the center, and during group socialization sessions, parents and staff need to plan for transitions. Some examples of supportive ways to plan for transitions are:

- Use an individualized approach. If possible, give a child extra time to finish an activity, allow him or her to leave it out to come back to later, or find a way to save and protect the work.
- Respect children's individual schedules for sleeping, eating, and toileting. Extend or offer additional nap times for children who are tired, provide self-service snacks for children who are hungry, and allow children to use the toilet according to individual bodily needs.
- Provide advance notice that a transition is coming. This gives children time to prepare for the change.
- Explain what will happen, when, and with whom. Children feel more involved in their own lives when they know these details.
- Offer one-on-one attention to individual children who have difficulty coping with their strong feelings. At arrival times, some children find it hard to separate from their families; at departure times, some children find it hard to reunite with their families.

You can read more about the importance of planning for routines and transitions in the Head Start publication *Responding to Children under Stress*.[1] Additional information on how children grow and develop and how adults can enhance development is included in *Appendices A* through *F* of this guide.

Activity 3–1: The Balancing Act



Purpose: In this activity, participants will encourage children's growth and development by planning a program that offers balance through its activities and experiences.

Outcomes:

Participants plan a balanced daily schedule that reflects a child's individual and developmental needs.

[1] Head Start Bureau. *Responding to Children under Stress* (Washington, D.C.: Government Printing Office, 1994), pp. 117–122.

Participants modify the schedule to take advantage of spontaneous events (for example, to respond to teachable moments).

Participants adapt the schedule, routines, and transitions to meet a child's individual needs.

Materials:

Chart paper, markers, tape
Handout 9: Ongoing Child Study (Part D)

1. Explain to participants that this activity will focus on encouraging development by following a schedule that provides a balance of activities.

2. Write each of the following elements of a balanced schedule on chart paper. As you discuss each one, ask participants to give examples of how they provide this in their programs. Ask them how they encourage parents to provide a schedule that allows for a balance of activities.

   - Opportunities to be alone, in a small group, in a large group, and one-on-one with an adult
   - Opportunities to develop and use physical, social, emotional, and cognitive skills
   - Time to play indoors and outdoors
   - Active and quiet experiences
   - Familiar activities and those that offer challenges or introduce new topics and ideas

> **Trainer Preparation Notes**
>
> If participants work with children from different age groups, have them create as many schedules as needed to represent all the ages served. Point out the differences in the schedules to show how children's developmental skills and needs have been addressed.

3. With the entire group, create an appropriate schedule for Head Start children. Record the schedule on chart paper. The schedule can be

for a part-day or full-day center-based program, a group socialization session for a home-based program, or activities that take place in a combination program. Include the following events, which apply to any age group; activities and experiences appropriate to the age group with which participants work; and the approximate time frame for each event:

- Arrival and departure
- Routines
- Transitions
- Child-choice activities
- Adult-led activities
- Evaluation and planning

4. Ask participants to form small groups of five or six individuals. Have the groups use the schedule or schedules developed in Step 3 to plan a typical session or sessions for children attending a center or group socialization session. The session should provide a balance of activities, as discussed in Step 2.

5. Ask the small groups to share their plans. Discuss how balanced schedules support children's development. Cover the following key points:

   A well-planned schedule that supports young children's development includes opportunities to:

   - Be active and be quiet
   - Be alone, in a small group, in a large group, and one-on-one with an adult
   - Participate in activities for individuals, two or three children, and small groups
   - Participate in child-initiated activities
   - Participate in adult-initiated activities
   - Play indoors and outdoors
   - Develop and use physical, social, emotional, and cognitive skills
   - Respond to *teachable moments*

- Respond to individual needs and interests
- Complete routines and transitions without hurrying

6. Distribute *Handout 9: Ongoing Child Study*, which includes *Part D. Is the Schedule Appropriate for This Child?* (Reminder: Parts A, B, and C of the *Ongoing Child Study* were provided in Modules 1 and 2.) Ask participants to consider how the schedule, developed by their group for children of the same age, supports the growth and development of the child from each participant's ongoing study. Participants can answer the questions on the handout and record their thoughts and proposed changes.

7. Have participants take turns sharing examples of the proposed schedule changes they recorded on Handout 9. Ask each presenter to describe the schedule change and explain why it would respond to the unique characteristics of the child who is the focus of the *Ongoing Child Study*. Encourage participants to discuss the proposed schedule revisions with their colleagues and the parents of the focus children. Participants can explain how the changes could benefit the focus children and others. If appropriate, staff and parents can work together to implement revised schedules.

Activity 3–2: Making Every Day the Same and Different

Purpose: In this activity, participants will consider why it is important to create and follow schedules that are flexible and that provide a balance of activities.

Outcomes:

Participants plan a balanced daily schedule that reflects a child's individual and developmental needs.

Participants modify the schedule to take advantage of spontaneous events (for example, to respond to teachable moments).

Participants adapt the schedule, routines, and transitions to meet a child's individual needs.

Materials:

Chart paper, markers, tape
Handout 10: Observing a Typical Day

1. Explain to participants that this activity will focus on the characteristics of good schedules for young children, including flexibility. Tell participants they will observe a child at different times during a single day and use observation recordings to determine whether the

home, center, or group socialization schedule should be changed to make it more flexible and balanced.

2. Ask participants to react to the following statement:

   A good schedule for young children is flexible. The younger the child, the more flexible the schedule should be. An appropriate schedule for a child with disabilities is one that can be easily adapted to respond to the child's skills and needs.

   Use questions such as the following as prompts:

   What might happen if you had no schedule at all?
   What situations might cause you to change the schedule?
   Would you ever change the schedule to respond to one child?
   What parts of the schedule are never changed?
   Why is it important to have a schedule?

3. Review with participants the following characteristics of an appropriate schedule for young children. Ask participants how these features can be reflected in home, center, and group socialization settings. Sample responses are provided:

   - **Children have opportunities to be alone, in a small group, in a large group, and one-on-one with an adult.**

     At home: A child might play with toys, look at books, or draw—alone, with siblings, or with a neighbor; older children might play with others in the neighborhood; a child might read with a parent at bedtime or help a parent sort grocery coupons.

     At the center/group socialization session: A child might look at books or listen to tapes alone; use the computer with another child; *play house* with a small group; learn about dental health from the Migrant Health Program's visiting nurse; and talk with an adult about a painting or block structure.

   - **Children can develop and use physical, social, emotional, and cognitive skills.**

     At home: A child might crawl upstairs, laugh with an older sibling, stare at her image in the mirror, and repeatedly drop a toy from her high chair to see what will happen.

     At the center/group socialization session: A child might pull himself up to stand by holding on to the arm of a rocking chair,

smile at a staff member, cry because he is hungry and wants the staff member to meet his needs, and put everything he can in his mouth to experience its taste and texture.

- **Children have time to play indoors and outdoors.**

  At home: A child might pretend to talk to someone on the phone and take a walk in the grower's fields with her father, a migrant worker.

  At the center/group socialization session: A child might toss bean bags in a basket and paint at an easel set up outdoors.

- **Children can engage in active and quiet experiences.**

  At home: A child might dance while listening to music, do a puzzle, or look at books.

  At the center/group socialization session: A child might play at the water table and build with blocks.

- **Children can participate both in familiar activities and in those that offer challenges or introduce new topics and ideas.**

  At home: A child might set the table for breakfast and learn how to crack an egg on the side of a bowl.

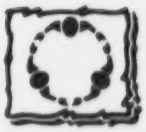
  At the center/group socialization session: A child might lie on a wedged cushion while building with blocks and wheel her chair to the computer so she can explore how to use a new program.

4. Ask each participant to select a child to be the subject of a series of focused observations. Suggest selecting a child with disabilities or one with limited English skills. Tell participants they will observe the child for three to five minutes at the times specified in *Handout 10: Observing a Typical Day* and record what the child is doing and saying. Explain that the next step will be to review their recordings to determine whether the schedule is flexible and meets the characteristics described in Step 3.

5. Meet with participants to discuss their observation recordings and schedules. If necessary, have them plan ways to revise the schedules to make them more responsive to children.

6. Encourage participants to discuss their observation recordings and proposed schedule changes with colleagues and the child's parents. If appropriate, staff and parents can work together to implement the revised schedules.

Activity 3–3: What Do the Children Do?



Purpose: In this activity, participants will discuss and reflect on the role of routines and transitions that encourage children's growth and development. Participants will generate lists of routines and transitions that apply to their programs and plan child-development approaches to routines and transitions.

Outcomes:

Participants use a flexible approach to routines and transitions that reflects a child's skills and needs and is altered when necessary to respond to changing needs and growing skills.

Participants adapt the schedule, routines, and transitions to meet a child's individual needs.

Materials:

Chart paper, markers, tape
Handout 11: A Child Development Approach to Planning Routines and Transitions
Handout 12: Ongoing Child Study (Part E)

1. Explain to participants that this activity will focus on using routines and transitions as opportunities to promote children's development. In the early childhood field, routines are activities that take place each day (for example, lunch time, nap, going to the bathroom), and transitions are in-between times, when children move from one activity to the next (for example, when they are getting ready to go outdoors).

2. Record the following statements on four pieces of chart paper:

   It is best to complete routines and transitions as quickly as possible so children can get back to their educational activities.

   Children get bored when routines and transitions are handled in the same way, day after day.

   Children should not do things for themselves. They will just make a mess and feel bad.

   It does not matter if some children finish before others. They need to learn how to wait patiently.

Post the chart paper and provide markers. Ask each participant to work with a partner and discuss whether they agree or disagree with each statement, recording their comments on how the statement relates to child development. Each pair will rotate from one piece of chart paper to the next. Allow two to three minutes for each pair to record comments on a chart. Pairs can also comment on each other's responses. Examples of comments follow:

- *It is best to complete routines and transitions as quickly as possible so children can get back to their educational activities.*

  Comment: Young children learn from every experience, including routines and transitions. Children can develop skills by participating in routines and transitions.

- *Children get bored when routines and transitions are handled in the same way, day after day.*

  Comment: Children learn trust and security when routines and transitions are handled consistently. They feel competent when they master the steps in a routine such as getting ready for lunch.

- *Children should not do things for themselves. They will just make a mess and feel bad.*

  Comment: Children want to do things for themselves and can learn many self-help skills. If they do make messes, adults can let them know that mistakes are a normal part of learning something new. Adults can then provide what children need (brooms, sponges, paper towels) to clean up.

- *It does not matter whether some children finish before others. They need to learn how to wait patiently.*

  Comment: Most young children find it difficult to wait. When they do not have anything to do, they get bored and may misbehave if they must wait too long.

3. Ask for four volunteers to lead a discussion of each statement and the comments offered by participants.

4. Summarize the discussion and make the following points:

   - Consistent, predictable routines and transitions help children develop a sense of trust and security because they know what is going to happen and when.

- When children master routines, they feel competent, which contributes to a positive self-concept.
- Children can participate in routines at their own skill levels (for example, an infant can hold a clean diaper while being changed; a preschooler can use the toilet independently).
- Children should be allowed to perform personal routines, such as going to the bathroom, according to individual body schedules.
- Children learn during routines and transitions, just as they learn through other activities.
- Transitions will go more smoothly when they are planned so that children who are ready before the others have something to do.
- Transitions are changes. Some children handle change easily; others need more time and adult assistance to cope with change.
- Children can participate in routines and transitions at home.

Trainer Preparation Notes:

Although routines and transitions are part of the *early childhood* professional vocabulary, the concepts discussed in this activity are also applicable to a child's home experiences. Staff can work with parents to identify daily and weekly activities at home and discuss ways in which a child can participate. For example, staff can suggest that parents involve their young children in helping to put away groceries, fold laundry, pull weeds in the family's plot at the community garden, and set the table.

5. Ask participants to help you generate a master list of routines and transitions that apply to their Head Start programs. Record their suggestions on chart paper.

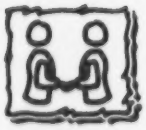
6. Have participants form small groups of four to six individuals. Distribute *Handout 11: A Child Development Approach to Planning Routines and Transitions*. Assign a routine or transition from the master list developed in Step 5 to each group. Explain that each group should use the questions on the handout to focus its

discussion of how the assigned routine or transition supports children's development.

7. Distribute *Handout 12: Ongoing Child Study* (Part E). Ask participants to consider how the children who are the focus of their ongoing studies use self-help skills during routines and transitions. Participants can record their thoughts and proposed changes on the handout. (Reminder: Parts A, B, and C of the *Ongoing Child Study* were provided in previous modules, and Part D is found in Handout 9.)

8. Ask for a few volunteers to share examples of what they might change in their approach to carrying out routines and transitions in home, center, and group socialization settings. Have each volunteer: (1) describe what happens now during the routine or transition, (2) present the proposed change, and (3) explain why the change supports the development of the focus child and others. Encourage participants to share their suggested changes with colleagues and parents and to implement them, as appropriate.

Activity 3–4: Children Learn by Doing



Purpose: In this activity, participants will reflect on their own routines, consider how their personal experiences are related to the children's, and discuss how they can support children's development during routines and transitions.

Outcomes:

Participants use a flexible approach to routines and transitions that reflects a child's skills and needs and is altered when necessary to respond to changing needs and growing skills.

Participants adapt the schedule, routines, and transitions to meet a child's individual needs.

Materials:

Chart paper, markers, tape
Handout 13: It's Breakfast Time!
Handout 14: Answer Key: It's Breakfast Time!

1. Explain to participants that this activity will help them learn how to use routines and transitions as opportunities to support children's development of skills in all developmental domains—at home, at a center, and during a group socialization session.

2. Ask participants to relax, close their eyes, and think about what they do on a typical weekday morning. In this guided imagery, use prompts such as the following:

You just woke up. What time is it? How do you feel? Are you ready to get out of bed?

What do you do first? Shower? Get dressed? Eat breakfast? Wake up another family member?

Besides getting yourself ready, what else do you have to do? Put a load of wash in the machine? Start dinner? Feed the cat? Make lunches?

You are now ready to leave for work. Do you have everything? Are you on time? Late?

How do you feel? Relaxed? Eager? Looking forward to the day? Tired? Grumpy? Rushed?

End the guided imagery by gently bringing the participants back to the present.

3. Ask participants what they do to make their morning routines go smoothly. Participants might come up with comments such as:

I make my children's lunches the night before.
I set the alarm ten minutes earlier than I really need to get up.
I set out my clothes the night before.
I delegate some jobs to other family members.

Point out that these activities are part of their plan for carrying out routines. Similar plans are needed to make sure children's routines and transitions go smoothly.

Ask participants to use adjectives (calm, organized, happy) to describe how they feel when the morning routine goes smoothly. List the adjectives on one side of a piece of chart paper.

Next, ask participants to think about how they feel when their morning routines fail to go as planned. For example, the alarm does not go off, the zipper breaks on the pants they planned to wear, someone used all the hot water so they cannot shower, the car refuses to start. On the other side of the chart paper, list the adjectives (hassled, rushed, disorganized) that describe these feelings.

Discuss how the positive adjectives can also describe how children feel when routines are well-planned, consistent, and predictable; discuss how the negative adjectives might also describe how children feel when routines are changed or disrupted.

4. Ask participants to read the vignette in *Handout 13: It's Breakfast Time!* Discuss how this Head Start program's approach to completing routines and transitions supports children's development because it is well-planned, consistent, and predictable. Use the questions in the handout to focus the discussion. Distribute *Handout 14: Answer Key: It's Breakfast Time!* and discuss any responses that differ from those that you and the participants came up with.

5. Ask participants to share something they plan to do differently so that routines and transitions involve children and encourage their development at home, at the center, and during group socialization sessions.

Next Steps: Ideas to Extend Practice

Participants working independently or with other staff can build on the skills developed through this guide by completing activities such as the following ones. Some of the activities can contribute to the participants' professional portfolios.

Write a Plan for a Routine

Write a plan describing what staff and children do to carry out a routine at the center or during a group socialization session. Writing plans for these parts of the day helps ensure that practices are tied to child development. If possible, take photographs to illustrate the different steps in the routine. Discuss and evaluate the written plans with colleagues and decide whether changes are needed. If so, revise the plans and implement accordingly.

Possible Portfolio Entry: The written plan, with photographs, if possible

Evaluate the Schedule

Review observations made of the children in the group to gain a clear picture of their current skills and abilities. Next, evaluate whether the current schedule is effective in supporting children's growth and development by allowing them to use and build on their skills. If necessary, revise the schedule to reflect children's current needs, interests, and skills. For example, at the beginning of the year, a preschool group might begin the day with a five-minute *group time*. This period could be extended to ten minutes as the children mature, get used to the program, and can pay more attention and participate in large group activities such as singing or learning a fingerplay.

Possible Portfolio Entry: Different versions of the schedule, highlighting changes made in response to children's growth and development

Discuss Schedules, Routines, and Transitions with Parents

During a home visit or conference, discuss with parents how their family's schedules, routines, and transitions support children's development. For example, if children get hungry before mealtimes, can they have healthy snacks? Also, discuss strategies for balancing the needs of all family members. For example, each child might take a turn staying up late (for thirty to forty-five minutes) once a week to spend time with a parent who returns from work after the child's normal bedtime. In addition, encourage parents to involve children in routines by pointing out the benefits to each child and to the family as a whole.

Possible Portfolio Entry: Handout with suggestions for involving children in routines and transitions at home, and examples of what children learn through their participation

Handout 9: Ongoing Child Study

D: Is the Schedule Appropriate for This Child?

Instructions: Provide the following information about the child who is the focus of your study. (Note: Use with previously completed sections of your *Ongoing Child Study:* Handout 2, Parts A and B; and Handout 8, Part C.)

What activities does this child do:

Alone?

In a small group?

In a large group?

One-on-one with an adult?

What activities does the child do that encourage development of:

Physical skills?

Social skills?

Emotional skills?

Cognitive skills?

What does the child do indoors?

What does the child do outdoors?

Note: Use with Activity 3–1

Handout 9: Ongoing Child Study

D: Is the Schedule Appropriate for This Child? (Continued)

What kinds of active experiences does the child enjoy?

What kinds of quiet experiences does the child enjoy?

What are some familiar activities the child does?

What are some things the child does that offer challenges or introduce new topics and ideas?

Is there anything you would like to change in the schedule developed by your group to make it more flexible, balanced, and supportive of this child's growth and development? If so, record your ideas below. You can discuss them with others with whom you work and decide whether the ideas could be implemented.

Handout 10: Observing a Typical Day

Instructions: Select a child to observe for three to five minutes at these times during a single day:

Arrival (at the center or group socialization session, or when a home visitor arrives at a home)
During a routine
During a transition
During an activity selected by the child
During an activity led by an adult

Use this handout to summarize your observations. Make as many copies as you need to complete the activity.

Child: _____ **Time:** _____ **Date:** _____

Setting:

Other children and adults present:

What does the child say and do? What do the other children and adults do?

Note: Use with Activity 3–2

Handout 10: Observing a Typical Day (Continued)

Instructions: Review your observation notes. Use them to describe how the child's schedule met the following characteristics.

Opportunities to be alone, in a small group, in a large group, and one-on-one with an adult:

Opportunities to develop and use physical, social, emotional, and cognitive skills:

Time to play indoors and outdoors:

Active and quiet experiences:

Familiar activities and those that offer challenges or introduce new topics and ideas:

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Handout 11: A Child Development Approach to Planning Routines and Transitions

Instructions: Answer the following questions about the routine or transition assigned to your group.

Routine or Transition:

What do the children do and what skills do they develop through this routine or transition?

What can parents and children do at home to reinforce these skills?

How do adults support children's development?

How is this routine or transition individualized?

Note: Use with Activity 3–3

Handout 12: Ongoing Child Study

E. Self-Help Skills

Instructions: Complete the following information about the child who is the focus of your study. Note: Use with previously completed sections of your *Ongoing Child Study*: Handout 2 (Parts A and B), Handout 8 (Part C), and Handout 9 (Part D).

What can this child do alone?

What can this child do with a little adult assistance?

What does this child need to learn to do?

How does this child participate in meals and snacks?

How does this child participate in cleanup and other chores?

How does this child participate in personal routines (such as diapering, using the toilet, washing up, brushing teeth)?

What can you do to increase this child's self-help skills?

Note: Use with Activity 3–3

Handout 13: It's Breakfast Time!

Instructions: Read this vignette, then answer the questions on the next page.

Mrs. K. taps Dante and Crystal on their shoulders and stoops down to talk with them. She points to their pictures on the helper chart posted on the wall and reminds them that they are this week's breakfast helpers. The children get paper plates, napkins, cups, and place mats from the storage shelf. There are eighteen laminated place mats decorated with individual photos of the children and three with photos of the classroom team.

At each of three large tables, Dante arranges six children's place mats and one adult place mat. He remembers to put Vincent's place mat at the higher table so his wheelchair will fit underneath. Crystal puts one paper plate and one cup on each place mat. The two children fold the napkins in half to make triangles and put them next to the plates.

While Crystal and Dante set up for breakfast, the other children put away their playthings, use the bathroom (if needed), and wash their hands. Each child then walks to a table, searches for the place mat with her or his photo, and sits down. After they finish setting the tables, Crystal and Dante wash up and join the others.

Mrs. F., the cook, brings breakfast to the classroom on a large rolling cart. She greets the class and says that today's menu features baked French toast strips made with whole wheat bread. This is a popular choice, as is evident from the high fives Zach and Jake give each other. Each adult goes over to the cart, chats with Mrs. F., and takes the serving platters and utensils back to one of the tables where the children are sitting. Ms. C., Mr. S., and Mrs. K. join the children at their tables.

At each table, food is passed clockwise, and the children help themselves. When Ms. C. spots Ronisha having trouble balancing the platter while using the spatula, she steps in to steady the serving plate for her. She puts her hand under Ronisha's to provide support, while commenting on her improved skills.

Ronisha passes the serving platter to Mai; Ms. C. returns to her seat and resumes talking with the children about an upcoming visit from the librarian. Excited conversations, in Spanish and Vietnamese as well as English, are coming from the other tables. The children at one table debate the relative athletic abilities of various sports stars. Miguel makes his point after finishing his fifth piece of French toast. At another table, the children respond to Mr. S.'s questions about their plans for the day.

As the children finish, they clear their dishes and wipe and put away their place mats. Soon, everyone but Jasmine is washing their hands or brushing their teeth. Mrs. K. pulls up a seat next to Jasmine and talks quietly with her while she finishes her meal.

Note: Use with Activity 3–4

Handout 13: It's Breakfast Time! (Continued)

How did being breakfast helpers support the development of Dante and Crystal:

Socially?

Emotionally?

Cognitively?

Physically?

How does this classroom's approach to the breakfast routine support children's development?

How did the classroom team support individual children during this routine?

What strategies used by this classroom team might you try in your program?

Handout 14: Answer Key: It's Breakfast Time!

How did being *breakfast helpers* support the development of Dante and Crystal:

Socially?	Each took a turn performing a task that was important to the group, worked as a team of two, and included Vincent by putting his place mat at the higher table.
Emotionally?	They had mastered this routine so they felt competent about their abilities. Feelings of competence often lead to increased self-esteem.
Cognitively?	They *read* the helper chart by seeing their photos, used one-to-one correspondence to set the table, counted place mats needed at each table, and learned about geometry by folding the square napkins in half to make triangles.
Physically?	They used small motor skills to fold the napkins.

How does this classroom's approach to the breakfast routine support children's development?

Children take turns getting ready for breakfast using the skills described above.

Children get themselves ready for breakfast: put away their toys, go to the bathroom, wash their hands, and find place mats.

Adults sit with the children, offer assistance to those who need it, and engage children in conversation.

The cook tells the children about the food they are about to eat.

The food is served on platters with utensils so the children can serve themselves.

As the children finish, they clean up after themselves and get ready for the next activity.

Note: Use with Activity 3–4

Handout 14: Answer Key: It's Breakfast Time! (Continued)

How did the classroom team support individual children during this routine?

When Ronisha had trouble serving herself, Ms. C. helped balance the platter instead of doing it for her.

Miguel was allowed to eat five pieces of French toast rather than being limited to a set portion.

Jasmine was allowed to take as much time as she needed to finish eating rather than having to leave the table because the other children were finished.

What strategies used by this classroom team might you try in your program?

Answers will vary according to participants' current practices.

Note: Use with Activity 3–4

Using Child Development to Plan Activities

In this module, participants plan activities that encourage the involvement of children with varied interests, skills, and abilities.

Outcomes

As a result of completing this module, the staff will be able to:

- Plan activities that reflect children's different backgrounds, needs, interests, skills, and abilities
- Individualize activities so that children with different skill levels and abilities can participate and experience success

Key Concepts

- Children build their sense of competence and self-esteem when activities challenge them to develop and use new skills; children become frustrated when activities are too difficult or too easy.
- Young children learn through concrete experiences with real objects and materials that allow them to explore the world, solve problems, and express creativity.
- As children grow and develop, their needs, skills, and interests change; plans for activities at home, at the center, and during group socialization sessions should respond to these changes.

Background Information

Like the other early childhood program practices discussed in this guide, the activities planned for children should be based on their backgrounds, needs, skills, abilities, and interests. Each day, the children should spend most of their time engaged in activities and experiences of their own choosing.

Adults provide safe and challenging environments, filled with interesting things to explore and use. The children select materials, decide what they want to do, and choose with whom they want to do it. Although most of the day is devoted to child-initiated activities, high-quality early childhood programs also include activities planned and led by adults.

Staff and parents plan activities that focus on specific goals, are based on children's past experiences, and reflect the curriculum framework. Activities may be related to a current theme or project, respond to something learned through observation and recording, or introduce a new experience. Parents are often a source of ideas for activities. Parent volunteers can share their own backgrounds, interests, and skills by leading activities at the center or during group socialization sessions.

Appropriate activities can be enjoyed by children at different skill levels and include opportunities for children to make choices about how they use materials or how they express their creativity. Here are some examples of activities that could take place at home, in the center, or during a group socialization session:

Finger painting. Children can paint on paper or on trays, choose what colors to use, paint with one finger or all ten, use props such as cardboard combs if they like, and make one picture or many.

Cooking mashed potatoes. Children can peel potatoes or scrub them, select from a variety of kitchen utensils for mashing, choose whether to add seasoning, melt cheese on top or leave plain, and follow the teacher's instructions or use recipe cards.

Blowing bubbles. Children can select from a variety of frames (old eye glasses with the lenses removed, berry containers, plastic six-pack rings), make large bubbles or small ones, chase and pop them or watch them rise out of reach, make one or many at a time, and blow bubbles alone or with a friend.

All of these activities encourage children to join in according to their own interests and skills.

Steps for Planning Activities

The following describes the steps followed to plan and carry out activities: setting goals, providing materials, implementing, evaluating, and following up.

Planning begins by **setting goals**—thinking about what you hope children, including those with disabilities, will gain from the activity. Goals might be based on children's characteristics such as skills, needs, abilities, interests, and cultures. In short, goals are based on what staff and parents know about each child's unique characteristics.

If the activity is to take place in a center or during a group socialization session, staff and parents must consider which children might participate, what they will gain, and how the activity can be tailored to address individual goals, interests, and needs. In a home setting, parents might think about which of their children, if they have more than one, might enjoy the activity.

For some activities, staff and parents can provide materials. For example, staff and parents might need certain ingredients to carry out a cooking activity. The planners—staff and parents—should determine what materials are needed. If the necessary materials are not available, they must figure out where and how they will get them (for example, purchase, borrow, or request contributions).

When an activity will be **implemented** at a center or during a group socialization session, staff and parents need to decide who will lead the activity and invite children to get involved. Regardless of the setting, the adult *leading* the activity should provide directions if necessary, offer encouragement, and change the plans when children are more interested in doing something else or using the materials in another way.

Once the activity is over, it is crucial to **evaluate** its effectiveness. Staff and parents need to discuss what the child or children did, what skills were used, and how the adults encouraged growth and development. In general, they should talk about what went well, what did not, and how the activity should be changed before repeating it.

Frequently it is a good idea to **follow up** on the activity—at home, at the center, or during the next group socialization session. Follow-up might include offering additional materials, introducing new techniques, reading stories related to the activity, or repeating the activity, as revised during the evaluation step.

The following examples illustrate setting goals; providing materials; and implementing, evaluating, and following up on activities.

Example #1: An Activity Planned for a Group Socialization Session for Preschoolers

Setting Goals

The planning team includes staff and parents of preschoolers who are enrolled in a home-based program. The planners have observed that the children spend little time during group socialization sessions using their large muscles. Therefore, they want to plan an activity that will encourage children to use their physical skills in new ways. They decide to involve the children in creating and using an obstacle course outdoors. The course will match the physical skills typical of most preschoolers. It will also be adapted to provide opportunities for Gabrielle, a child whose arm muscles are weak and underdeveloped, to get involved. The planners also know from their observations that two children have more advanced physical skills than their peers. They will add some challenges to the obstacle course so it will appeal to these children.

Providing Materials

The planners decide to use the materials they have on hand: tires, safety cones, boxes, hula hoops, rope, boards, and sawhorses. If the activity is successful they will offer it again using a greater variety of materials.

Implementing

Two staff members agree to oversee the rest of the outdoor area. A third staff member helps the children create and use the obstacle course by asking several children, including Gabrielle, to help gather items for the activity. She explains what an obstacle course is and asks the children to

share their ideas. The children say they have never seen an obstacle course, so she demonstrates. She opens a cardboard box, places a hula hoop at one end, lays the rope on the ground so it looks like a snake, and makes a ramp with a tire and a long board. She explains: *You can crawl through the box; step in and out of the hula hoop; balance while walking the rope; and walk up the ramp, then jump off the end.* The children take turns going through the course.

Meanwhile, the staff member has a private conversation with Gabrielle, asking *Would you like to go through the obstacle course with me?* Gabrielle nods; so the adult encourages the child to take the lead, while she follows. Gabrielle goes through the course and immediately wants to do it again. The other children also enjoy using the course and particularly like jumping off the ramp at the end. In fact, they like jumping so much they spend the rest of the outdoor time doing this.

Evaluating

During the evaluation meeting, the staff member describes what happened. Although the activity did not proceed as planned, the planners agree that two of their three goals were met: (1) Children used their physical skills in new ways; (2) Gabrielle became involved in the activity. The two children with advanced physical skills chose not to participate. Instead, they used other equipment on the playground. The planners conclude that it might have been better to create an obstacle course, introduce it to the children, have them use it for a while, and then suggest that they rearrange it as they please.

Following Up

The planners decide to try their alternative plan during the next group socialization session. If it goes well, they will discuss ways parents can do similar activities at home.

Example #2: An Activity Planned for a Toddler Group

Setting Goals

The planning team includes staff and parents of children enrolled in the toddler room. The planners have observed that some of the children paint at the easels using wide brushes, but others have difficulty manipulating even the brushes with very short handles. At a monthly planning meeting, the team plans an art activity that will introduce painting with a sponge, a tool that is easier to use than a brush. They will hang large pieces of paper on the wall so children can have a large area on which to paint. Planners think the children will enjoy seeing what kinds of marks they can make with sponges.

Providing Materials

All of the materials for the activity are already on hand—paper, sponges to be cut up, paint, shallow trays to hold the paint.

Implementing

The planners decide that the parent volunteer will lead the activity while the staff encourage the children who have difficulty using the brushes to participate. The volunteer hangs up several pieces of paper, moves a table near the wall, fills several shallow trays with paint, sets out the sponges, and places four smocks nearby. (The planners had agreed that the activity could involve up to four children at a time.) While making these preparations, she is joined by curious toddlers. She demonstrates using a sponge as a painting tool. The children catch on immediately and soon fill the paper with sponge marks. With the children's permission and help, she removes the first piece of paper and hangs it to dry. The children who could not use brushes can hold the sponges easily and seem to thoroughly enjoy themselves.

Several children who have not had a turn painting get into a disagreement with the four children who do not want to give up their smocks. A staff person steps in to redirect the waiting children to another activity.

Evaluating

The parent volunteer reports on what the children did, how long they stayed involved, and what problems arose. The planners decide to set up both sides of one easel with sponges and shallow paint trays every day until the children tire of the activity or are ready to move on to using brushes.

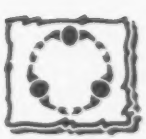
Following Up

Staff and parents continue to observe the children and encourage the ones who are ready to try using the brushes as well as sponges as painting tools. A staff member writes an article for the newsletter explaining how parents can do sponge painting at home with toddlers and older children.

Summary

The most effective activities for young children encourage development across several domains. For example, while making and playing a game with a parent, a child uses small motor skills (to cut and paste pictures on cardboard), cognitive skills (to sort and organize the pictures), social skills (to take turns), and emotional skills (to exhibit self-control after making a mistake). An important feature of appropriate activities is that they provide enjoyment for children at different skill levels and abilities and allow children to make decisions about how they use materials or express their creativity.

Activity 4–1: All It Takes Is a Box



Purpose: In this activity, participants will set goals; provide materials; and implement, evaluate, and follow up on an activity for young children that encourages development and use of skills across the four domains.

Outcome:

Participants plan activities that reflect children's different backgrounds, needs, interests, skills, and abilities.

Materials:

Cardboard boxes (12 x 22 x 18 inches)
Tape for sealing boxes, scissors, glue, markers
Variety of recycled materials
Handout 15: Planning an Appropriate Activity
Handout 16: Evaluation and Follow-Up
Child development charts in *Appendix E*

1. Explain to participants that this activity will focus on planning and carrying out activities for young children. Remind participants that young children learn by manipulating real things rather than by considering abstract ideas.

2. Ask participants to divide into small groups. Give each group the following:

   - Tape for sealing boxes
   - Scissors
   - Glue
   - Markers
   - A cardboard box approximately 12 x 22 x 18 inches. Boxes can be cartons recycled from a grocery store or new ones purchased for the workshop.

   Also, provide a variety of recycled materials that the groups share, such as:

   Cotton balls
   Egg cartons
   Empty thread spools
   Fabric of different sizes and textures (burlap, felt, terry cloth, oilcloth, fake fur, lace)
   Large beads
   Small boxes and containers
   Sponges
   String
   Styrofoam trays
   Wooden dowels
   Yarn

3. Ask participants to plan a developmentally appropriate activity for children of a specific age group (their choice), including a child with a disability. Distribute *Handout 15: Planning an Appropriate Activity* and explain that participants can use it to record their plans. Distribute the child development charts from *Appendix E* so participants can review the characteristics of children at different ages and stages.

4. Have each group introduce and implement its planned activity with volunteers from another group who will role-play as children of the age for which the activity is designed.

5. Distribute *Handout 16: Evaluation and Follow-Up*. Ask the groups to use the questions on the handout to discuss the effectiveness of their planned activity and to plan follow-up strategies.

6. Ask groups to share their evaluations and follow-up strategies. Lead a discussion on the characteristics of appropriate activities. Ask participants to share something that they learned during the workshop that they can use to plan activities. Suggest that participants share their activity plans with colleagues and parents and implement them, if appropriate, for the children with whom they work.

Activity 4–2: The Planning Web

Purpose: In this activity, participants will use *The Planning Web* to design an activity for a group of children.

Outcomes:

Participants plan activities that reflect children's different backgrounds, needs, interests, skills, and abilities.

Participants individualize activities so that children with different skill levels and abilities can participate and experience success.

Materials:

Paper, pens
Handout 17: Introduction to The Planning Web
Handout 18: The Planning Web

1. Explain to participants that this activity will focus on using *The Planning Web* to plan activities that reflect individual backgrounds, skills, abilities, interests, and needs of a small group of children.

2. Distribute and review the instructions to *Handout 17: Introduction to the Planning Web*. Have participants complete the web for the sample activity (making collages).

3. Ask participants to share their completed webs. Have them explain why the materials and strategies they proposed for each child respond to information in the handout about the child's background, skills, needs, and interests. Bring out the following points in your discussion:

   - A well-planned activity can be enjoyed by children with different backgrounds, skills, needs, abilities, and interests.

   - Appropriate activities allow children of all abilities to make decisions about how to use materials, props, and equipment and to choose how they want to express their creativity.

- Appropriate activities usually encourage development across several domains. For example, in collage-making, children can express their creativity and use physical (small muscle), cognitive, social, and emotional skills.

4. Distribute and explain the format in *Handout 18: The Planning Web*. Ask participants to use it to plan an activity for several children, including a child with a disability. Explain that after implementing the activity, you will meet again to discuss what happened.

5. Meet with participants to discuss their experiences using *The Planning Web* as a planning tool. Next, lead participants through the process of evaluating and following up on their activities. Ask these questions:

   Were your goals for the children who participated in this activity met?

   What skills did children develop and use?

   How did children at different skill levels participate?

   How did the activity allow children to make choices? Use creativity?

   How did the activity encourage development across more than one domain?

   What adaptations did you make to encourage participation of a child with a disability?

   What materials did the children use?

   How did adults help children get involved?

   Which part of the activity went well?

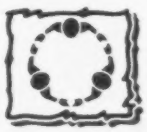
   What, if anything, would you change if you repeated the activity?

   How could parents follow up on this activity at home?

   How could you follow up on the activity at the center or during a group socialization session?

6. Encourage participants to discuss their plans with colleagues and the children's parents and to implement their plans, if appropriate. Offer to provide additional copies of *The Planning Web* so that participants can continue using it in their programs.

Activity 4–3: This One's Just for You



Purpose: In this activity, participants will use *The Planning Web* to tailor activities to match the backgrounds, skills, needs, and interests of individual children.

Outcomes:

Participants plan activities that reflect children's different backgrounds, needs, interests, skills, and abilities.

Participants individualize activities so that children with different skill levels and abilities can participate and experience success.

Materials:

Chart paper, markers, tape
Completed *Ongoing Child Study* (Handouts 2, 8, 9, and 12)
Handout 18: The Planning Web

> **Trainer Preparation Notes:**
>
> When you schedule the session for Activity 4–3, ask participants to bring the results of their *Ongoing Child Study* with them.

1. Explain to participants that this activity will focus on using *The Planning Web* to design an activity (or routine) tailored to meet the needs of the children who were the focus of each *Ongoing Child Study*.

2. Review the different sections of the *Ongoing Child Study*. As you discuss each part, invite participants to share what they learned about each child and how they used the information. Make sure participants maintain confidentiality regarding any personal information about the child and the family.

   A. *Introduction:* Information about the child's environment (family, neighborhood, community, culture), health and nutrition, and examples of the child's skills in the four developmental domains

   B. *Observation Summary:* Notes about the child collected through observations and plans for using the information

   C. *Are the Toys, Materials, and Equipment Appropriate?:* Summary of toys, materials, and equipment used by the child and suggested items to offer in response to the child's background, needs, skills, and interests

D. *Is the Schedule Appropriate for This Child?:* Summary of the child's activities and assessment of the need for changes to make the schedule more flexible, balanced, and supportive of growth and development

E. *Self-Help Skills:* Summary of how the child uses self-help skills during typical routines and strategies for increasing these skills

3. Distribute *Handout 18: The Planning Web* and review how it is used to plan activities that meet several goals and reflect individual backgrounds, skills, interests, and needs of a small group of children.

> **Trainer Preparation Notes:**
>
> If participants work with several age groups, ask them to form groups with others whose child study focuses on a child in a similar age range.

4. Have participants divide into small groups. Give each group chart paper and markers. Each group will use *The Planning Web* technique to design an activity or routine and tailor it to meet the needs of each of the children who were the focus of their child studies. The groups should record their webs on the chart paper.

5. Ask the small groups to post their webs where others can see them. Allow enough time for participants to review each other's plans.

6. Have the small groups present their webs. Each group member should describe his or her child and discuss how the group used information collected through the *Ongoing Child Study* to set individual goals and determine what materials would enhance this child's involvement and development. Offer to provide additional copies of *The Planning Web* so participants can use it in their programs.

7. Suggest to participants these follow-up activities:

   - Share the results of the *Ongoing Child Study* with colleagues and with the child's parents and plan strategies for encouraging the child's development at the center, at home, and/or during a group socialization session.

   - Use the *Ongoing Child Study* handouts to get to know other children with whom you work. This would be a useful method for getting to know a child with disabilities, a child with limited English skills, or a child who is new to the program.

Activity 4–4: Accentuate the Positive

Purpose: In this activity, participants will learn a process for identifying a child's strengths and building on them to encourage development by involving the child in an activity in which he or she does not usually participate.

Outcome:

Participants individualize activities so that children with different skill levels and abilities can participate and experience success.

Materials:

Chart paper, markers, tape
Handout 19: Building on Children's Strengths

1. Explain to participants that this activity will focus on identifying a child's strengths and on developing and implementing a plan for using these strengths to encourage the child to participate in an activity that he or she does not usually select.

2. Ask participants to think of a child with whom they work who rarely engages in a specific activity. For example, they might think of a child who seldom participates in physical activities, such as climbing or riding a tricycle. Ask participants to write a *portrait* of the child, describing his or her background, interests, skills, abilities, and needs. They should use anecdotes to create a vivid picture. For example, here is a portrait of Tomeeka, a child who seldom looks at books or asks to be read to.

> ***Tomeeka***
>
> Tomeeka is always in motion. From the time she arrives each morning until the session ends, her body is never still. Dressed in a long apron in the house corner and waving a spoon, she tells the other children what to do, *You just sit down and I'll serve you up the best pancakes you ever tasted.* Block-builders protect their creations when they see Tomeeka coming. They know she does not bump into their buildings on purpose, but they remember several accidental destructions. When she paints, Tomeeka uses every color available and makes new ones to suit her moods. The only time of the day when Tomeeka seems uncomfortable is during circle time. She tries to sit and pay attention, but her body refuses to let her. She wiggles in place, rocks from side to side, shifts her legs, and touches her neighbors.

3. Have participants read their portraits aloud. Help them identify the child's strengths and discuss how they could be tapped to encourage the child's interest in the activity he or she rarely joins in. For example:

   - Tomeeka uses creative dialogue during dramatic play. She sounds very convincing. She might like books with responsive readings or interesting characters who have a lot to say.

   - Tomeeka likes to move. She might enjoy books that involve actions that she could imitate.

4. Have participants develop and implement a plan for encouraging the child's interests by building on his or her strengths. The plan should include materials and activities the child might enjoy, an approach for introducing them, and follow-up. Participants can use *Handout 19: Building on Children's Strengths* to develop the plan.

5. Discuss what happened when the participants implemented their plans.

   Were they successful?

   Did the child enjoy the materials, activities, and follow-up strategies?

   Does the child choose this activity more often than before?

   Do they need to revise the plan? If so, in what way?

   What strategies can they continue to use?

6. Encourage participants to use this approach to motivate children to get more involved in an activity they do not usually select. Remind the participants to begin by writing a portrait of the child, then follow the steps on the handout.

Next Steps: Ideas to Extend Practice

Participants working independently or with other staff can build on the skills developed through this guide by completing activities such as the following ones. Some of the activities can contribute to the participants' professional portfolios.

Research and Report Child Development

Select a developmental domain (physical, cognitive, social, or emotional) to learn more about. You can work with a partner who has the same interest. Refer to books and articles such as those listed in the Resources section of this guide and talk with professionals such as pediatricians or nutritionists to learn more about fostering young

children's growth and development. Create an outline for a presentation on how to use knowledge of this area or aspect of development to plan indoor and outdoor environments, schedules, routines, transitions, and activities. Cover some or all of these topics in the presentation. If you worked with a partner, take turns presenting your findings during staff meetings. You can also use your findings to plan and lead workshops for parents on child development.

Possible Portfolio Entry: The presentation outline and handouts developed for staff or parents

Learn from Watching a Head Start Videotape

View the videotape *Curriculum in Head Start* at home, at the center, or at the group socialization site. Focus on the activities shown in the videotape and look for examples of how the staff responded to children's backgrounds, skills, needs, and interests. Discuss what you saw and heard in the videotape at a staff meeting.

Possible Portfolio Entry: Summary of effective strategies depicted in the videotape

Plan Activities with Parents

Invite parents to participate in planning activities to be implemented at home, at the center, or during a group socialization session. Focus on activities that require few materials or those items typically found at home. You can use *The Planning Web* as a technique. After implementing the activities, involve parents in evaluating and following up on the experience.

Possible Portfolio Entry: Examples of completed planning webs accompanied by photographs of children engaged in the planned activities

Complete an Ongoing Child Study

Complete an *Ongoing Child Study* for a child with disabilities or a child who speaks a language other than English. Use what you learn through this process to improve your practices for planning and implementing indoor and outdoor environments, a schedule, routines, transitions, and activities that include the child and encourage his or her development. It may be necessary to work with specialists such as occupational, physical, or speech therapists.

Possible Portfolio Entry: Completed *Ongoing Child Study* and plan for improving practices

Handout 15: Planning an Appropriate Activity

Instructions: Use this format to plan an appropriate activity for children of a specific age group.

Describe the activity:

What are your goals for children participating in this activity? What skills will they develop and use?

How can children at different skill levels participate?

How will the activity allow children to make choices? Use creativity?

How will the activity encourage development across more than one domain?

What adaptations are needed to encourage the participation of a child with disabilities?

What materials will you use?

Who will lead the activity and help children get involved?

Note: Use with Activity 4–1

Handout 16: Evaluation and Follow-Up

Instructions: Use the questions below to discuss the effectiveness of your activity and what you might do differently if you were to repeat it.

Were your goals for the children who participated in this activity met?

What skills did children develop and use?

How did children at different skill levels participate?

How did the activity allow children to make choices? Use creativity?

How did the activity encourage development across more than one domain?

What adaptations did you make to encourage participation of a child with a disability?

Note: Use with Activity 4–1

Handout 16: Evaluation and Follow-Up (Continued)

What materials did the children use?

How did adults help children get involved?

Which parts of the activity went well?

What, if anything, would you change if you repeated this activity?

How could parents follow up on this activity at home?

How could you follow up on the activity at the center?

Handout 17: Introduction to The Planning Web[1]

Instructions: Review the following background information. Then use *The Planning Web* on the next page to do the following:

(1) In the circle, list the overall goals for a collage-making activity.

(2) Below the goals, list the materials-provided for the activity.

(3) Under each child's name, list the individual goal(s) and materials that might be provided with this child in mind.

Background: A classroom team decides to offer collage-making as an activity. The team expects that the following children are likely to participate.

Matthew: After a fire damaged his house, Matthew's family moved in with relatives until repairs were completed. Seems anxious and easily frustrated. Small muscle skills still developing; does not use scissors.

Charmeeka: Just mastered her primary colors. Likes unusual materials, looks for things that are unique, and wants to make her work unique.

Mei: Has limited vision. Can stick with a task until it is completed.

Emily: Has fairly short attention span and does not like to sit at the table.

Miguel: Always the first to try something new. Has strong social skills.

Dwayne: Loves cars, trucks, airplanes, and anything else that moves.

Kim: Family recently moved to United States. Just learning to speak English.

David: Frequently plays alone. Watches the other children at play. Seems to want to join in but does not know how.

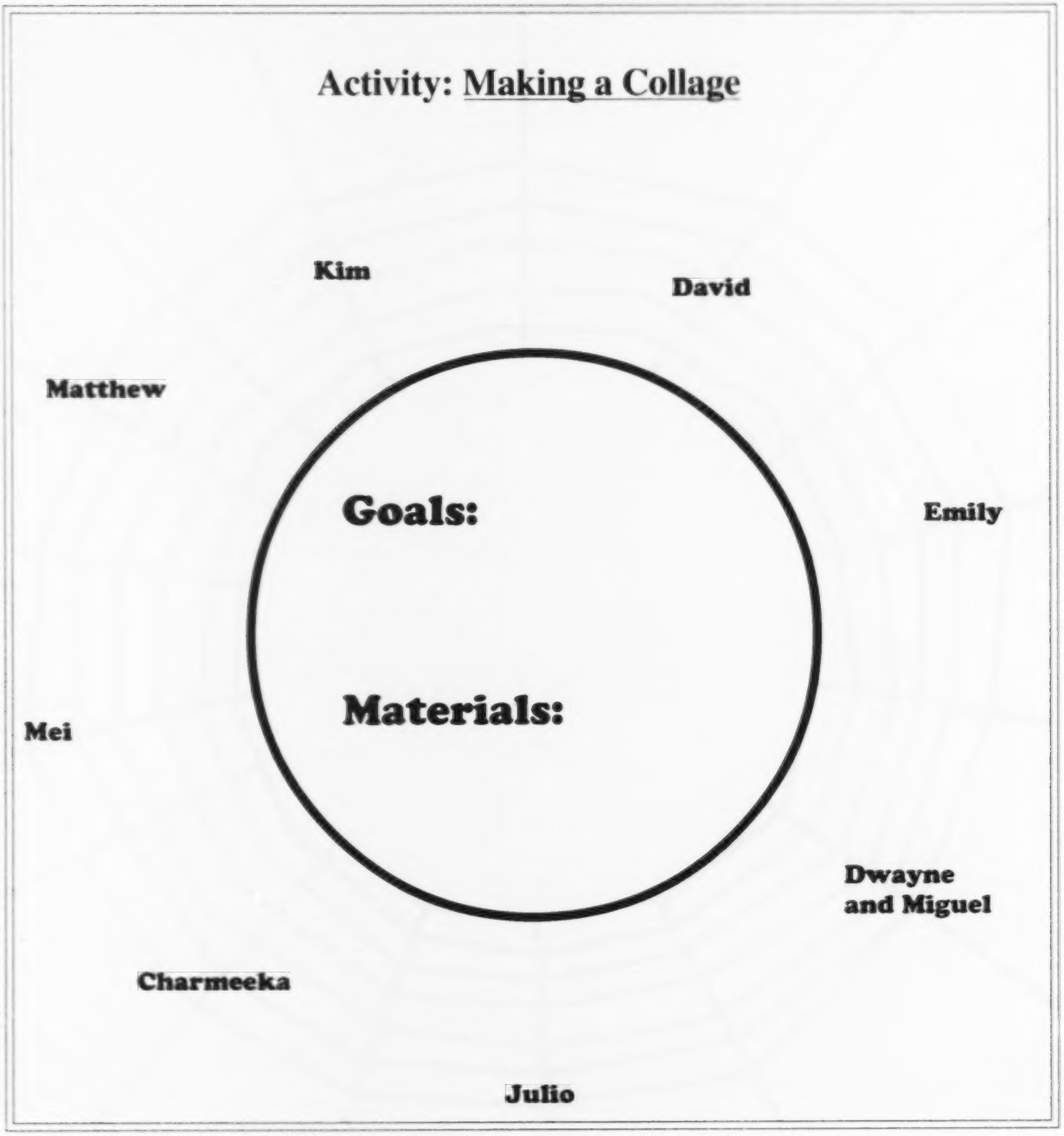
Julio: Misses his former home in a rural setting. Loves everything that comes from nature. Likes to collect things.

Note: Use with Activity 4–2

[1] Based on the work of Judith Rothschild Stolberg as cited in *National Head Start Bulletin* (March–April 1993).

Handout 17:

Introduction to The Planning Web (Continued)



Handout 18: The Planning Web

Instructions: Use *The Planning Web* on the next page to do the following:

- In the circle, list the overall goals for the activity (or routine).
- Below the goals, list the materials provided for the activity.
- List each child's name on the web.
- Under each child's name, list the individual goal(s) for the activity and the materials provided with the child in mind.

Note: Use with Activities 4–2 and 4–3

Handout 18: The Planning Web (Continued)

Activity: _____

Handout 19: Building on Children's Strengths

Instructions: Develop a plan for encouraging the interests of the child about whom you wrote a portrait. Describe how you can build on the child's strengths and interests.

Name: _____ **Age:** _____

Describe this child's strengths:

What kinds of materials/activities might this child enjoy?

How will you introduce these materials/activities? What could you say to the child to spark his or her interest?

How will you follow up after introducing the materials/activities? What can you do to extend and build on the child's experiences?

Note: Use with Activity 4–4

Continuing Professional Development

The education staff can participate in a wide range of activities that complement and build on competencies for promoting the growth and development of young children. Many of these activities will enhance skills strengthened by using this guide.

College Courses

Expand your horizons! Community colleges and state and private universities offer a variety of beginning, intermediate, and advanced courses in child development, human development, psychology, and early childhood education. These courses offer detailed information on important concepts such as developmental stages in children, developmentally appropriate practices, curriculum and assessment, and observation skills. Often institutions offer information about current research findings on the growth and development of young children. Courses can be taken for credit or audited and can be designed specifically for your Head Start program.

Continuing Education

Learning does not occur only at educational institutions. Like children, adults learn in everyday situations, settings, and organizations. Community organizations such as the Red Cross, health agencies, local libraries, museums, Head Start in-service programs, local chapters of the National Association for the Education of Young Children (NAEYC) (national number: 800–424–2460 or 202–232–8777), and county extension agencies offer workshops and courses related to child growth and development, respecting and reflecting diversity, and supporting parents. These classes address a wide range of issues, including child safety, first aid, children's literature, and children's science activities, that can help education staff provide developmentally appropriate experiences for young children.

CDA Program

The Child Development Associate (CDA) credential recognizes training and the demonstration of key competencies in the field of early childhood education. For information on this credentialing program for early childhood professionals, contact the Council for Early Childhood Professional Recognition at 800–424–4310. Or you can write the Council at 2460 16th Street NW, Washington, D.C. 20009–3575.

Computer Resources

You can have the world at your fingertips! If your fingers are on a computer keyboard and you have the equipment to communicate online, there is no limit to what you can learn. Communicating by computer will present you with terms such as the following:

Bulletin Board System (BBS): An electronic message center accessible through computer-aided communication lines

Electronic (E-mail) address: E-mail is a communications vehicle that you can use to access the Internet; an individual's E-mail address consists of

letter@domain.domain; the *domain* indicates location and use (e.g., maine.edu=Maine educational organizations).

Gopher: Internet information server organized by menu; items selected can link you to other sites

Home page: Used in a variety of ways, it is the first screen displayed when you access a particular site on the World Wide Web and usually provides information or access to other sites

Internet: International communication network accessed by computer modem

LISTSERV: Electronic mailing list of discussion groups set up to provide information on specific topics

World Wide Web (WWW): Internet browsing and searching system using hypertext links to other sites

Head Start Bulletin Board

To access the **National Head Start Bulletin Board System (BBS)**, you need a computer, a modem, and a communications software program. This BBS allows you to share information and exchange ideas and questions with the Head Start Bureau, members of the Head Start Training/ Technical Assistance Network, the regional offices, the Head Start Teaching Centers, and colleagues in other Head Start programs. To access the Head Start BBS, dial: 800–477–8278.

Internet

The **Internet**, the worldwide system of computer networks, offers access to thousands of databases, discussion groups, and files on every imaginable topic, including early childhood education. In the future, the **Internet** may be accessible on the Head Start BBS. To use the Internet at this time, however, you need to establish an account with an Internet service provider. If you have access to state, regional, or community computing networks (FreeNets) or if you are a student at a university or college that has an account, you may be able to access the Internet free of charge. Otherwise, you can set up an account with a commercial Internet service provider, who will charge a flat monthly fee or according to actual online use. Some of the services available through the Internet include:

- **E-Mail.** Electronic mail is a computer-aided method of communication whereby one individual sends an online message to another one. The Internet networks, which connect professionals all over the world, can be used with E-mail. Type an Internet address, and then send your messages or files electronically. E-mail allows you to collaborate, exchange information, and share experience and knowledge with others interested in early childhood education.

- **LISTSERVs.** You can also use E-mail to connect with groups of people at one time. Electronic mailing lists of organized discussion groups, LISTSERVs, allow you to share information on particular topics. Joining a discussion group on early childhood education is easy, inexpensive, and fun. It is a way for adults to learn how to effectively facilitate children's learning, to compare notes on interacting effectively with children, and to receive help finding resources on particular topics.

  To subscribe to a discussion group, send an E-mail to the LISTSERV address of the group you want to join. Leave the subject line blank and include the following command in the body of the message by specifying these items: LISTSERV NAME in UPPERCASE and your first and last name in lowercase. Do **not** use any punctuation or leave spaces between each item.

  SUBSCRIBE LISTSERV NAME firstname lastname

  After you send the message, the LISTSERV automatically reads your registration and displays further instructions.

  Currently, dozens of discussion groups concerned with children's issues are on the Internet. Below is a sample of LISTSERVs relevant to early childhood educators.

LISTSERV NAME	*Address*	*Topic*
ECEOL-L	LISTSERV@maine.maine.edu	Early Childhood Education Online
ECENET-L	LISTSERV@vmd.cso.uiuc.edu	Early Childhood Education/Young Children (0–8)
REGGIO-L	LISTSERV@postoffice.cso.uiuc.edu	Reggio Emilia Preschool

- **Gopher sites.** A gopher connects you to the Internet resources. It uses a menu system to display what is available. By pointing and clicking on menu items, you can access text documents and databases all over the world. You can also use key words to search for information. For example, you can use a gopher to link the ERIC

Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois at Urbana-Champaign for valuable childhood information. To do this, type the following gopher address:

gopher://ericps.ed.uiuc.edu

- **World Wide Web (WWW) sites.** Each WWW site has a specific address that you must enter if you are to use any resources on the Internet. Once you link to a WWW site, a *home page* usually displays. Many groups, organizations, companies, and individuals have set up colorful, graphics-oriented home pages that list available resources and information for a specific site on the Web.

  To explore databases and information services on *the Web*, you need *browser* software programs such as Mosaic or Netscape and either a special phone-line connection or access to a Web browser through your online system. The browser allows you to electronically scan to see what else is available.

  Once you access a home page, click on highlighted text or graphics to view documents and files. Some home pages that provide information on early childhood education include:

  Children's Literature Web Guide:
  http://www.ucalgary.ca/~dkbrown/index.html

  Eric Clearinghouse on Elementary and Early Childhood Education:
  http://ericps.ed.uiuc.edu/ericeece.html

  Intercultural E-Mail Classroom Connections:
  http://www.stolaf.edu/network/iecc

  National Association for the Education of Young Children:
  http://www.naeyc.org/naeyc/

  National Head Start Association:
  http://www.nhsa.org/

Regardless of the online computer resource you choose to explore, a wealth of early childhood information is available to you. Online computer resources are especially valuable to busy educators because they present timely information in an easy-to-use format. For more detailed information about going online, refer to *A to Z: The Early Childhood Educator's Guide to the Internet*, which is listed in the Resources section.

Peer Coaching/Peer Partners

At the conclusion of their training, participants can develop individual action plans to use their child development knowledge now and in the future. They can also plan to further increase their knowledge base about the young child. To facilitate this effort, all participants would benefit from selecting a partner to help implement their newly acquired skills on the job.

Using each other's action plans as a starting point *(Handout C–1: Action Plan)*, the peer coaches/peer partners can schedule regular meetings to review how well their action plans are being implemented. They can discuss any obstacles in using the plans as developed and brainstorm solutions. If needed, the trainer, supervisor, or another more experienced peer can be consulted for input.

In addition, the peer partners should track their progress in applying knowledge of child development when working with children. If acceptable to both participants, the pairs can observe each other, take notes, and provide feedback on their observations. These observations should remain confidential and be used only by the peer partners to coach each other.

Handout C–1: Action Plan

A. Sample Plan

You have enhanced your skills in using child development principles by completing this guide. Now, it is time to develop an action plan for applying this information to your work with children. Review the following example, and then develop your own action plan.

Role in Head Start: *Home Visitor*

What I Can Do Now:

Preschoolers can learn simple rules. They are more likely to remember and follow the rules if they are stated positively. During next week's home visit and again immediately after the next center's socialization session, I will remind the children about the program rules by telling them what they can do, rather than what they cannot do. I can say, *Please walk in the hallway because you may fall if you run*, instead of *You know better than to run in the hallways*.

What I Can Do in the Future:

Preschoolers may have difficulty making the transition from home to the Head Start center program. Therefore, at the end of this year, I will work with families to ensure a smooth start for next September. At the beginning of next year, I will work with the center's teaching staff to develop a plan to help *my* children feel more secure in the center.

Plans for Continuing to Learn about Children:

I will call the National Head Start Association (NHSA) at 703–739–0875; or write to NHSA at 201 North Union Street, Suite 320, Alexandria, VA 22314, for information about joining this professional association. As a member, I will be provided with a discounted registration at the NHSA Annual Training Conference. It will also offer me opportunities to attend workshops on various aspects of child development and network with other Head Start colleagues. I will also receive the quarterly *NHSA Journal*, which contains articles on topics related to child development.

Handout C–1: Action Plan (Continued)

B. Worksheet

Role in Head Start:

What I Can Do Now:

What I Can Do in the Future:

Plans for Continuing to Learn about Children:

Resources

The works cited below have collectively influenced the field's understanding of child development and provide the philosophical underpinnings of many of the activities in this guide. It is recommended that the trainer be familiar with their basic contents and make their availability known to participants who need further information.

Beaty, Janice J. *Observing the Development of the Young Child.* Columbus, OH: Charles E. Merrill Publishing, 1986.

The author discusses six aspects of development—social, emotional, physical, cognitive, language, and creative—and describes the related characteristics of children ages two through six. A checklist of children's skills lists specific behaviors in each area.

Bredekamp, Sue, ed. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8: Expanded Edition.* Washington, D.C.: National Association for the Education of Young Children, 1992.

This volume clearly defines appropriate and inappropriate practice in its descriptions of environments for and interactions with children from infancy through the early years. It discusses the professional consensus about the best quality of care and education that supports the development of each child's full potential.

Bukatko, Danuta, and Marvin W. Daehler. *Child Development: A Topical Approach.* Boston: Houghton Mifflin, 1992.

This comprehensive text covers a wide spectrum of child development information. It discusses the controversies and diversity of opinions in this dynamic field. Developmental domains and influences are presented and considered from various perspectives.

Derman-Sparks, Louise, and the A.B.C. Task Force. *Anti-Bias Curriculum: Tools for Empowering Young Children*, 3d ed. Washington, D.C.: National Association for the Education of Young Children, 1989.

This resource is based on the findings of a task force of early childhood educators. It helps adults understand how biases are unintentionally passed on to young children and includes many practical strategies for reducing, addressing, and eliminating biases in early childhood settings.

Resources

Dombro, Amy. *The Ordinary Is Extraordinary: How Children under Three Learn*. New York: Simon and Schuster, 1988.

This book focuses on how the typical daily routines of infants and toddlers contribute to their development of physical, cognitive, social, and emotional skills.

Elkind, David. *Images of the Young Child: Collected Essays on Development and Education*. Washington, D.C.: National Association for the Education of Young Children, 1993.

This volume includes essays summarizing the author's views on child development and the theories of Montessori, Erikson, and Piaget. Several articles focus on the application of child development knowledge during curriculum planning.

ERIC Clearinghouse on Elementary and Early Childhood Education. *A to Z: The Early Childhood Educator's Guide to the Internet*. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, 1995.

This document provides a clear and comprehensive overview of the Internet, describing specific features and sites of use to the early childhood educator. The loose-leaf format allows the user to replace obsolete information in this constantly changing field with biannual updates.

Gonzalez-Mena, Janet, and Dianne Eyer Widmeyer. *Infants, Toddlers, and Caregivers*. Palo Alto, CA: Mayfield Publishing, 1989.

This book highlights the importance of the relationships between adults and infants and toddlers. An appendix demonstrates how the physical and social environment provided by adults contributes to children's development in the four domains.

Greenspan, Stanley. *First Feelings: Milestones in the Emotional Development of Your Baby and Child*. New York: Viking Penguin, 1985.

Directed to parents, this book is dedicated to explaining and encouraging the emotional development of children. The author describes six emotional milestones children typically pass through and notes how they are related to development in other domains and successful experiences in school and life.

Hale-Benson, Janice. "The Transmission of Cultural Values to Young African-American Children." ***Young Children*** **46 (September 1991): 7–15.**

The author of this article is well known for her work and writings on the intellectual and social development of African-American children. This article discusses the relationship between ethnicity and a sense of self as well as the importance of transmitting cultural values through traditional proverbs, stories, and literature.

Head Start Bureau. ***Head Start Facilities Manual.*** **Washington, D.C.: Government Printing Office, 1995.**

This practical guide for Head Start programs ties children's developmental needs and skills to the process of designing appropriate Head Start centers, classrooms, and outdoor play areas. A series of work sheets is provided to help staff ensure that environments used by Head Start children are safe and developmentally appropriate.

Kostelnik, Marjorie J. "Myths Associated with Developmentally Appropriate Programs." ***Young Children*** **47 (May 1992): 17–23.**

This article describes a number of myths that have developed since popularization of the term *developmentally appropriate practice*. The author explains how the myths may have evolved and the *reality* of effective implementation of a developmentally appropriate program.

Mallory, Bruce L., and Rebecca S. New, eds. ***Diversity and Developmentally Appropriate Practices: Challenges for Early Childhood Education.*** **New York: Teachers College Press, 1994.**

This book expands the current definition of developmentally appropriate practices. It addresses the needs of young children with cultural and developmental differences. Contributors include Barbara T. Bowman, Carol Brunson Phillips, Douglas R. Powell, and Samuel J. Meisels.

Miller, Karen. ***Ages and Stages.*** **Marshfield, MA: Telshare, 1985.**

The author describes in simple and clear terms the stages children pass through as they develop physical, social, and intellectual skills. Descriptions of children's behavior and characteristics are accompanied by

suggestions for how adults can respond to individual needs and enhance the growth and development of children.

Neugebauer, Bonnie, ed. *Alike and Different.* Washington, D.C.: National Association for the Education of Young Children.

Each of the five chapters in this book focuses on a different aspect of the development of a child's self-image. Included are discussions of curriculum, meeting the needs of all children, staff diversity, the role of parents, and living in a changing world.

Phillips, Carol Brunson, ed. *Essentials for Child Development Associates Working with Young Children*. Washington, D.C.: Council for Early Childhood Professional Recognition, 1991.

This book contains eight units based on the Child Development Associate (CDA) Competency Standards. It includes descriptions of the skills used by competent teachers of young children, discusses the early childhood profession, and describes the steps in preparing for assessment as a CDA. Characteristics of children as they pass through stages of child development are discussed. The book also contains NAEYC's Statement of Commitment and Code of Ethical Conduct.

Poest, Catherine A., et al. "Challenge Me to Move." *Young Children* 45 (July 1990): 4–10.

This article discusses different aspects of children's physical development, including fundamental movement skills, physical fitness, and perceptual-motor development. The authors provide practical strategies for encouraging children to use their large muscles and emphasize that it is not necessary to have expensive equipment to encourage such development.

Wittmer, Donna Sasse, and Alice Sterling Honig. "Encouraging Positive Social Development in Young Children." *Young Children* 49 (July 1994): 4–12.

This journal article includes strategies that teachers, families, and communities can use to encourage development of a child's prosocial skills: helping, giving, showing affection and concern, and cooperating with others in play or to complete a task. The importance of positive adult interactions with children is emphasized.

York, Stacy. *Roots and Wings: Affirming Culture in Early Childhood Programs*. Minneapolis: Redleaf Press, 1991.

This resource includes practical suggestions for implementing a multicultural approach to education. The author defines a conceptual framework for multicultural education and shows how it is tied to high-quality early childhood programming. The stages through which children pass as they become aware of differences and develop prejudices are defined. Also discussed are the effects of prejudice on young children.

Appendix A

What Is Physical Development and Why Is It Important?[1]

Introduction

Physical development depends on a combination of maturation and learning. For example, a child might have the physical skills needed to ride a tricycle, but needs to learn through instruction or modeling to use her skills to pedal. Children's physical development progresses from head to toe (*cephalocaudal*), so most children control head movements first. Next, they develop control of their torsos and arms, and finally their legs. Large muscle skills usually appear before those involving small muscles because physical development progresses from the center outward (*proximodistal*). Muscle control normally begins closest to the body center and moves outward as the child matures.

Physical development—the gradual gaining of control over large and small muscles—includes acquiring large muscle skills such as sitting, crawling, walking, running, and throwing and small muscle skills such as holding, pinching, and flexing fingers and toes. In addition, coordinated movement such as eye-hand coordination (the ability to direct finger, hand, and wrist movements) is also an important part of physical development. Eye-hand coordination is used to accomplish small muscle tasks such as fitting a piece in a puzzle or threading a needle. Our senses—especially sight, sound, and touch—help coordinate the movement of our large and small muscles.

- Large muscle skills involve movement of the whole body or large parts of the body. Examples include rolling over, crawling, climbing stairs, running, jumping, riding a tricycle, and pushing or pulling a wagon. The sequence of large muscle development is usually the same for all children. However, each child has his or her own pace for growth and learning.

- Small muscle skills involve the body's small muscles, particularly those in hands and feet. When children can coordinate hands, fingers, and wrists, they can hold a crayon or paintbrush, thread beads on a string, and use a computer. Strength in the small muscles is needed to cut with scissors and use tools. Control and agility are required for buttoning, zipping, holding utensils, and other tasks. Eye-hand coordination—directing finger, hand, and wrist movements to accomplish small muscle tasks—allows children to perform tasks such as building with Legos or feeding themselves.

[1] Based in part on Diane T. Dodge, Derry G. Koralek, and Peter J. Pizzolongo, *Caring for Children in Preschool Programs*, vol. I. (Washington, D.C.: Teaching Strategies, 1991), 205–207.

Appendix A

Pattern of Learning

Although the age when children accomplish a skill varies from child to child, the pattern rarely does. Most children follow the same sequence of development as they achieve physical skills. For example, babies learn to crawl before they learn to walk. However, each child reaches physical developmental milestones according to his or her own time clock. For example, one infant can roll over at five months; another masters this skill at six months.

Self-Esteem

Physical development is closely related to self-esteem. We develop views of ourselves and attitudes about attempting new tasks on the basis of how we feel about our bodies and what we think we can or cannot do physically. Children who have had many successful experiences using their small and large muscle skills tend to feel that they are competent. They are likely to continue to attempt new tasks without worrying about failure.

Learning Style/ Temperament

In addition, a child's temperament and learning style can affect his or her physical development. For example, a child who is eager to face challenges is likely to develop physical skills more quickly than a child who is reluctant to try new things.

Physical development seems to take place without much guidance from parents and other adults since, to a large extent, it is biologically preordained. Most children do not have to be reminded to practice physical skills. Infants gleefully kick their legs and reach for objects. Toddlers push, pull, shake, dump, pour, and turn over anything they can get their hands or feet on. Most preschool children delight in running and climbing as well as in building and knocking down.

Adult Input

Appropriate experiences and interactions will help children achieve their full physical potential. Adults can encourage and support physical development in the following ways:

- Provide well-balanced meals and snacks that meet children's nutritional needs.
- Create safe environments in which children can play, explore, and use their growing physical skills.
- Encourage children to use their physical skills by crawling, hopping, walking, jumping, and otherwise moving their bodies.
- Encourage children to practice using their muscles in routines such as dressing or carrying groceries and through use of toys and materials.

Appendix B

What Is Cognitive Development and Why Is It Important?[1]

Introduction

Cognitive development is the process of learning to think and to reason. Children naturally develop cognitive skills as they explore and investigate everything in their environment. A baby crawling in the grass is likely to become fascinated with the smallest of caterpillars—something we, as adults, might not notice. For her, it is not enough to see the caterpillar; she has to touch it, pick it up, examine it closely, even smell or try to taste it. By using all of her senses, the infant develops a concrete understanding of caterpillars. When she is older and hears the word *caterpillar,* she will learn a label for this object. On another day, when she sees a worm, this child might say, *Look at the caterpillar!* Although technically she is incorrect, she sees that a worm and a caterpillar have characteristics in common. She is developing cognitive skills.

Children continue to develop and refine their cognitive skills as they grow. With experience, they add new information in an orderly way to what they have learned. While a toddler may believe that all things that crawl in the grass are caterpillars, an older child can observe the differences between worms, caterpillars, and snakes.

Piaget

Much of what we know about cognitive development comes from the work of the Swiss psychologist Jean Piaget, who carefully studied young children to find out how they think. From his observations, he concluded that children progress through distinct stages in which they think in certain characteristic ways. Through careful observations, experiments, and years of questioning and listening to young children, including his own, Piaget documented that young children think in ways that are different from the ways adults think. Whereas adults use logic and reasoning, young children are not capable of this higher level of thinking. They learn by doing: manipulating concrete, real things to develop an understanding of concepts. For example, they learn about counting when they make two equal rows that contain the same number of beads. Counting out loud is not enough. Young children must have real things to handle. Many early childhood professionals have observed these processes in their work with young children.

Pattern of Learning

Learning is acquired in steps. Just as an infant crawls before learning to walk, so too does a child move gradually from concrete to abstract thinking. Piaget outlined four stages of cognitive development; the first two take place during the early childhood years.

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[1] Based in part on Diane T. Dodge, Derry G. Koralek, and Peter J. Pizzolongo, *Caring for Children in Preschool Programs*, vol. I (Washington, D.C.: Teaching Strategies, 1991), 251–253.

Appendix B

- **Sensorimotor period:** The first stage of development extends from birth to approximately age two. Babies build intelligence by reacting physically to what they sense. They use all their senses to learn basic skills and concepts. Babies follow the mobiles above their heads with their eyes; they turn their heads toward the sounds coming from a music box; they sniff at the mashed bananas on their spoons; they put play dough in their mouths to learn from their taste buds what it is like; and they crumple aluminum foil to feel its texture.

  As infants use their senses to explore the world around them, they develop thinking skills. For example:

  — When a six-month-old swats at the mobile above her crib and causes it to flutter, she begins to understand **cause and effect**.

  — When a ten-month-old plays a game of peek-a-boo with his father, he is learning **object permanence**—that something continues to exist even when it is hidden from sight. This is a new thought process for very young babies.

  — When a seven-month-old no longer sees the rattle you hid under the blanket, she forgets about it because she does not yet understand that a rattle still exists even when she cannot see it.

  — Older infants also learn how to use objects to get things they want. A fifteen-month-old, for example, will reach for a string on a toy to pull it closer to him. This learning is called **means-end** because a baby purposefully does something (a means) to reach a certain goal (end).

- **Preoperational period:** The second stage of development begins at about age two and lasts through the preschool years. The thinking of children in this stage is remarkably advanced from that of the infant who sees the world as a series of objects. For the preoperational child, these objects begin to take on qualities and properties that make them distinct and exciting. Toddlers and preschoolers consider the color, size, shape, and texture of things. They sort objects with a shape cube (**categorizing**), stack plastic donuts on a peg according to size (**seriation**), and match colors on a lotto game (**making comparisons**).

  Children begin to use **concept terms** such as big and small (size), square and round (shape), light and heavy (weight), late and early (time), long and short (height), smooth and rough (texture), and so on. These literacy and numerical skills prepare children for academic learning that takes place in elementary school.

Just as toddlers and preschoolers use words to symbolize meaning, during dramatic play, they use items to symbolize other real objects—blocks can become musical instruments, a pot a hat, and sand a cup of tea. At this age, children also have excellent memories.

Preoperational children express their thoughts in seemingly magical ways—*Thunder is the sound of angels bowling!* If we use adult standards to look at these thought patterns, they seem rather inflexible and illogical. Essentially, the children are relying on appearances rather than ideas. They can focus on only one aspect of an object at a time—a person can be their teacher, but this same person cannot be somebody else's wife. Children see things primarily from one point of view: their own. That is why trees and marbles have feelings, just like they do. Assigning human feelings and characteristics to objects is called **animism**. Impossibilities such as talking animals or superpowers are taken at face value. Since children at this stage of development do not really understand where their knowledge comes from, inconsistencies in logic are not a problem.

- The final two stages of cognitive development, **concrete operations** and **formal operations** involve children beyond the ages of children in Head Start.

  — *Concrete operations* stage involves children from about the ages of six-and-a-half to eleven. These children use logic and make multiple classifications. For instance, an animal can be a dog and a collie; and someone can be both a home visitor and a mother.

  — *Formal operations*, the last stage, typically begins at about age eleven. These children think as adults do. They can logically solve problems, imagine things that are contrary to fact, and think in metaphors.

New Definitions for Thinking

Recent research, including that conducted by Howard Gardner, on how humans learn to think has led to new ways of defining intelligence. Gardner describes intelligence as more than just verbal and math skills. Each child has unique abilities that are described in terms of potential for achievement in seven areas.

Appendix B

Gardner lists these seven areas of multiple intelligences as:[2]

- **Logical**—analysis and mathematical reasoning. Children with strong potential in this area might easily solve problems such as comparing the volume of different containers at the water table.

- **Linguistic**—appreciating the rhythms and meanings of words and using language well. Children with strong potential in this area might enjoy listening to poems and stories or develop large vocabularies.

- **Musical**—appreciating different forms of music and producing and appreciating rhythm, pitch, and timbre. Children with strong potential in this area might enjoy hearing different kinds of music or using rhythm instruments.

- **Spatial**—accurately seeing the physical world and being able to understand and make changes in it, as in the visual arts. Children with strong potential in this area might build complex structures or easily put together puzzles.

- **Bodily Kinesthetic**—using the whole body, including both fine and gross motor skills, to solve problems and create products. Children with strong potential in this area might get very involved in movement activities or use tools to take apart a clock or radio.

- **Interpersonal**—understanding and responding appropriately to the moods, temperaments, motivations, and desires of other people. Children with strong potential in this area might be the leaders in dramatic play or show a younger child how to do something.

- **Intrapersonal**—knowing one's strengths, weaknesses, desires, and intelligences, and using the knowledge productively. Children who have strong potential in this area might teach themselves to read or write or work on a long-term project.

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[2] From Howard Gardner, *Multiple Intelligences: The Theory in Practice* (New York: Basic Books, 1993); and adapted from Diane T. Dodge, Judy R. Jablon, and Toni S. Bickart, *Constructing Curriculum for the Primary Grades* (Washington, D.C.: Teaching Strategies, 1994).

Self-Esteem

A very important factor in children's cognitive development is that children have the self-confidence and motivation to explore, to try out ideas, to solve problems, and to take on new challenges. Helping children develop and use their cognitive skills is a crucial part of what we do at Head Start. If you can help children begin to see themselves as good learners, you will prepare them for school and for life. Adults can encourage and support cognitive development in the following ways:

- Encouraging children to solve their own problems
- Extending children's thinking by asking questions
- Offering children simple choices when the decision is theirs
- Commenting on children's good ideas
- Providing a safe, interesting environment that encourages exploration and experimentation

Appendix C

What Is Social Development and Why Is It Important?[1]

Definition

Social development is the process of children getting to know and value the people in their lives. It involves being able to establish and maintain relationships, develop social skills, and get along with other children. Social development includes learning to share, cooperate, take turns, and negotiate with others.

Interacting with Others

Children's relationships with other people begin in infancy when as babies they respond to the familiar voice, smell, and touch of a parent or primary caregiver. It continues when as toddlers they learn to play alongside each other. Then, as preschoolers, children learn to negotiate, giving up some individual desires for the greater rewards that come from working and playing with others.

Impact of Play

Children develop social skills by interacting with family members and primary caregivers, by watching and copying adult behaviors, and by playing. Play, an important vehicle for children's social development, has been tied to later success in school.[2] At each stage of development, play takes on different characteristics.

- Infants' play can be almost anything they do—smiling back at someone, kicking a pillow, crawling under a table, wiggling toes and waving fingers, beating a bowl with a spoon, and touching a person's hair or face. They learn about taking turns when adults teach them games such as peek-a-boo or roll a ball back and forth. Around the age of eighteen months, children begin using pretend play. For example, a child of this age might pretend to put a doll to bed or to talk on the phone.

- Toddlers tend to play alone, sometimes with an older child or adult. Eventually, they will play next to each other while using the same materials. At this stage, toddlers develop a sense of self that includes determining what belongs to them and what belongs to others. Therefore, it is difficult for them to share, as they may see their belongings as an extension of themselves. Toddlers also like dramatic play, re-creating familiar activities such as taking care of babies, cooking, dressing, leaving, and coming back.

[1] Based in part on Diane T. Dodge, Derry G. Koralek, and Peter J. Pizzolongo, *Caring for Children in Preschool Programs*, vol. II (Washington, D.C.: Teaching Strategies, 1991), 115–117.

[2] From J. E. Johnson, "The Role of Play in Cognitive Development," *Children's Play and Learning: Perspectives and Policy Implications*, eds. E. Klugman and S. Smilansky (New York: Teachers College Press, 1990).

- Most preschoolers play cooperatively—organizing their own play around a theme, defining roles, making up rules, and assigning jobs. They may work toward a common goal, such as building a road. This type of play encourages children to learn to share, listen to other people, take turns, compromise, consider other people's feelings, use self-control, and overcome fears. Preschoolers also use dramatic play to try out negative feelings—they can be mean and nasty because they are just *pretending*.

Dramatic Play

How preschoolers experience dramatic play varies according to their age and stage of development.

- Three-year-olds may not realize that they made a conscious decision to pretend. They run from monsters and scary creatures, collect and gather things, pack suitcases, and make plans. They may never carry out these plans or go anywhere with their packed suitcases.

- Most four-year-olds know when they are pretending. They use dress-up clothes and create more complex roles and scenarios.

- Five-year-olds create complex scenarios in which they pretend to be real or fantasy characters. They may use pretend play to express anxiety or conquer fears—*I don't want to move to a new house* or *I'm afraid it will hurt when I get a shot at the doctor's.*

Friendships

An important part of social development is learning how to make and keep a friend. Every child needs at least one special friend to talk to, play with, and to care about. It is also important for children to learn that disagreements are a part of friendship. With encouragement from adults, they can learn to express their views, discuss and resolve their conflicts, and continue being friends.

By the time children enter kindergarten, most have acquired a wide range of social skills that will serve them well in school and life. For example, most children know how to:

- Share happy experiences and feelings

- Make friends

- Be kind and generous to others

- Show affection

- Help someone (such as help another child tie her shoes)
- Wait for a turn and share toys and materials
- Join a conversation or activity
- Use words to express strong feelings such as frustration or anger
- Cooperate with others to do a job or in a play situation

These social skills will help children have successful experiences in school and in life.

Summary

Children's social development during the early years affects their adjustment to life. Their abilities to play, relate to others, and learn are strongly influenced by their relationships with other people, such as family, friends, and Head Start staff. Positive interactions during these years will help children succeed throughout their lives. Adults can encourage and support social development in the following ways:

- Invite children to assist in completing a task.
- Play with children to teach them how to play and to model behaviors.
- Provide many opportunities, adapting them as necessary, to learn through play.
- Observe and assist children who have difficulty being accepted by the group.
- Encourage children to help each other.
- Model positive ways to interact with others.

Appendix D

What Is Emotional Development and Why Is It Important?

Emotional development, which refers to the feelings children have about themselves, people in their lives, and the environment in which they live, is closely tied to social development. Children with a strong sense of self and high self-esteem are likely to value and seek interactions and relationships with others. Feeling good about oneself generally leads to feeling good about being with other people. As children develop emotionally, they learn the words that describe different feelings and how to express them in ways that are accepted by their community and culture.

Infants

Emotional development begins when infants bond with the adults—family members and caregivers—who nurture and care for them. This primary attachment allows children to develop a sense of trust. Late in the first year of life, as feelings of attachment grow very strong, children may feel anxious around strangers and get upset when separated from the important people in their lives. These strong feelings may look like insecurity, but actually, they are evidence that the children appreciate and value interactions with other human beings.

Toddlers

Toddlers are active beings whose deeply felt emotions tend to swing from one extreme to the other. Happiness and joy can quickly give way to sadness and anger. Toddlers tend to express their feelings physically—jumping, running, hitting, or throwing. Their language and thinking skills have not developed to the point where they can use words to express themselves. Toddlers' emotional development is also affected by their conflicting desires to be both dependent and independent. They are struggling to be separate people, but do not know how to do this and still retain the good feelings they get from being close to their adult caregivers.

Preschoolers

Preschoolers also have strong emotions. They can be very excited, scared, happy, angry, or afraid of real or imagined dangers such as monsters or the birth of a sibling. Most preschoolers, however, have learned to control their behaviors and can *name* their feelings, rather than act on them. Preschoolers are also developing a sense of identity—recognizing that they are boys or girls and belong to a family, community, and culture. In addition, they are becoming more aware of the behaviors expected and valued by adults and others in society. They also can help to make and follow a few simple rules and take great pride in using self-control rather than giving in to their impulses.

Developmental Milestones

Dr. Stanley Greenspan has defined five early milestones that are the foundation for children's ongoing emotional development. Addressing these milestones begins in early childhood. Children who master them are likely to be successful—in school, at home, and in their relationships with peers. The chart on page D–4, *The Foundation for Children's Emotional Development*,

summarizes the five milestones and how children use the skills gained through accomplishing these milestones in current and future relationships and situations.

Although children typically reach the first four emotional milestones described by Greenspan during the first three years of life, some preschoolers may have not mastered them. As you review the information in the chart, you can easily see that children who have not reached the milestones are likely to have difficulty developing a sense of self, gaining self control, and participating in Head Start activities. Head Start staff can work with children and their families to provide the kinds of relationships and experiences that allow children to regulate their own behavior; feel warm and close to others; communicate nonverbally; and create mental images of their needs, feelings, and desires. As noted, Greenspan views these milestones as the foundations for emotional development and success in school and life.

Developing a Sense of Self and Self-Esteem

A sense of self is awareness of one's personal identity—physical characteristics, gender, interests, strengths, likes and dislikes, family, culture, and ethnicity. It is closely tied to self-esteem—positive feelings about identity, values, and competence. Children develop a sense of self as they begin to identify themselves as members of a gender, family, culture, ethnic group, and community. Self-esteem grows when children experience satisfaction from doing a good job, mastering a challenge, and learning to accept and appreciate other people as well as themselves. Children with a sense of self and high self-esteem feel strong enough to do things on their own; connected to friends, family, and community; and respected and valued by others.

Early Childhood Stages

Erik Erikson, a theorist who is closely associated with emotional development, focuses on eight stages through which people pass as they develop from birth through old age. Three stages occur during early childhood. If development occurs at a normal pace, **trust** develops in infancy, **independence** in toddlerhood, and **initiative** during the preschool years. Each stage focuses on a conflict that the individual must handle. The conflicts are never fully resolved—continuing to arise even in adulthood. However, if individuals handle these conflicts successfully, they are likely to continue coping with them in positive ways. Successful passage through these stages contributes greatly to self-esteem.

Trust

For example, a conflict that arises in infancy is trust versus mistrust. Infants develop a sense of **trust** when the adults who care for them let them know that they are valued human beings. This leads to positive feelings about self and the rest of the world. A sense of trust allows infants to explore their environment, try activities, develop skills, and learn how to interact with other people.

Independence

A sense of trust is essential to the development of **independence**, which generally occurs during toddlerhood. The conflict in this stage centers on independence versus shame and doubt. As toddlers begin developing self-control, a healthy sense of shame helps them understand and adhere to the limits set by adults. Too much shame can be unhealthy and cause toddlers to doubt their abilities and fail to seek and use independence.

On the other hand, when toddlers feel independent, they want to do things for themselves, make decisions, and explore the world. Their sense of trust in their parents or other adults allows them to feel safe enough to try new things. They may say *No* a lot, but this is a way to test limits, rather than intentionally misbehave. Toddlers struggle with conflicting needs—to be cared for and to do things for themselves. During this stage, most toddlers learn to use the toilet—a major emotional and physical accomplishment.

Initiative

A sense of independence is essential to the development of **initiative**, which generally occurs during the preschool years. The conflict that children deal with during this stage focuses on learning to think and act on their own without losing control versus feeling guilty because they tried to be independent. Children begin to develop a conscience during this period as they learn what are acceptable and unacceptable behaviors. Also, during this stage, children identify themselves as boys or girls and begin to understand what it means in their culture to be male or female.

Adult Input

You can encourage and support emotional development by:

- Respecting children: listening to their feelings and responding appropriately
- Sharing some of your own feelings when appropriate
- Encouraging children to use words to express how they feel
- Stating what you think children are feeling when they are having trouble expressing their emotions

Appendix D

The Foundation for Children's Emotional Development[1]

Typical Age	Emotional Milestone	Children Use This Skill To:
3 to 4 Months	**Security and the ability to look, listen, and be calm.** Children focus on what they touch, see, and hear without losing control. They like being with parents and caregivers; develop a regular schedule for sleeping and eating; look at and listen to their environment; and enjoy life.	■ Listen to instructions (such as how to clean up) without looking away or thinking about something happening outside the window ■ Focus on tasks and during conversations ■ Choose what they want to do and what materials to use ■ Succeed in school
4 to 6 Months	**Relating: ability to feel warm and close to others.** This is based on the trust that normally develops as a baby learns she can depend on parents and caregivers. In the early years, most learning comes from relationships with others—this is a foundation for learning. For example, a child learns cause and effect when a cry brings a parent to his side or a smile makes someone smile back.	■ Work independently ■ Easily join a group at play ■ Make friends ■ Understand abstract concepts
6 to 18 Months	**Intentional two-way communication without words.** Children learn that facial expressions and body language are signs of thoughts and feelings. Children use this information to decide how to respond.	■ Observe nonverbal cues, *read* people's expectations, desires, and feelings, and respond—cry at a frown, try to join in play ■ Point at something they want ■ Distinguish a look that says, *Come join me*, from one that says, *I don't want to play with you* ■ Understand the actions of peers
18 to 36 Months	**Emotional ideas.** Children create mental pictures of what they want, need, or feel.	■ Name their feelings: *I am **angry**!*, rather than crying, hitting, or having a tantrum ■ Control their actions and impulses and think before acting
2-1/2 to 4 Years	**Emotional thinking.** Children link categories of ideas and feelings to learn how one relates to another. This understanding of cause-and-effect is the foundation for all future thinking. For example, children use this when learning to read and to explore arithmetic concepts.	■ Understand that actions have consequences and that the present and future are connected ■ Link two feelings that occur at different times and understand how one causes the other ■ Handle frustration ■ Set aside immediate gratification for future rewards ■ Work hard at a difficult task

[1] Based in part on Dr. Stanley Greenspan, *First Feelings: Milestones in the Emotional Development of Your Baby and Child* (New York: Viking Penguin, 1985)

Appendix E

Enhancing Children's Development

Although scientists and researchers have studied and defined how children typically develop in four separate domains, development in one domain almost always affects development in another. For example, learning to ride a tricycle is a physical skill; however, gaining this skill also involves problem solving and experimentation. The child who masters this skill is likely to feel competent and proud of this new ability. However, if trike-riding is a very popular activity, she may also have to use her social skills to negotiate her turn or follow the group's rules for taking turns using the tricycles. When props such as firefighter hats and traffic signs are available, the child can explore new avenues for dramatic play. Therefore, acquiring this new physical skill can contribute to development in other areas.

Many things adults do to encourage children's growth and development affect more than one area. Rather than offer suggestions tied to a single area, the following strategies are likely to encourage growth and development of the whole child. You can try these developmentally appropriate practices and share them with the children's families.

Infant Activities

Some practices that respond to **infants**' developmental needs include the following:

- Get to know each infant's unique personality, body rhythms, and moods.
- Play with infants and give them opportunities to play with other children and to play by themselves.
- Read to infants and play games with them.
- Vary the environment: move infants to different parts of a room or outdoors and provide new play materials so they do not get bored.
- Feed infants when they are hungry, and burp them afterwards.
- Hold infants often, not just when they are crying.
- Change infants promptly after they are wet or soiled, talking and playing with them as you change their diapers.
- Respond to infants' cries quickly and warmly.
- Talk to infants in caring and soft tones, sing to them, and respond to their babbles and attempts to communicate.

- Provide a comfortable place for infants to sleep when they are tired.
- Provide interesting things, at infant's eye level, to look at, listen to, and play with.
- Provide a safe, stimulating environment where infants can move and use their senses (sight, touch, hearing, taste, smell) to explore.
- Praise and applaud infants' efforts and accomplishments.
- Provide opportunities for infants to help and to do things for themselves—carry a blanket outside, wipe up a spill, pull off their socks, hold a clean diaper while being changed.

Toddler Activities

Here are some practices that respond to **toddlers**' developmental needs:

- Create and maintain a safe and interesting environment so that children can explore freely.
- Respond quickly and calmly to toddlers' cries—they need your help.
- Set clear limits to help toddlers learn what is acceptable behavior, and enforce the limits consistently. For example, if climbing on the table was off-limits yesterday, it is also off-limits today.
- Provide opportunities for toddlers to say *No!* by asking them questions such as: Do cats wear boots? Are apples purple?
- Offer toddlers clear, simple choices (what color socks to wear, an apple or a banana for snack) so they can feel a sense of control over their lives.
- Accept toddler's mistakes when they are learning to do things for themselves (such as using the toilet or pouring a drink); involve them in the cleanup.
- Provide lots of support, while at the same time allowing for toddlers' needs to do things for themselves.
- Involve toddlers in daily routines by providing *child-sized tools* such as brooms, pitchers, and sponges and storing them within reach.
- Recognize that most toddlers are not ready to share: model sharing, praise toddlers when they do share, and be patient— this skill develops over time.

- Provide places for toddlers to store their personal possessions. This allows them to develop a sense of ownership, which helps them feel secure enough to share with others.
- Encourage toddlers' growing communication skills—get down on their level, talk to them in soft and caring tones, describe what they might be feeling, read to them, and ask them lots of open-ended questions to extend their thinking.
- Offer toddlers frequent, sincere praise for their efforts and accomplishments.
- Stop toddlers who are out of control. Stay with the child until he or she has calmed down and can listen to your words.
- Respond quickly to stop a toddler who is hitting or kicking another child. Tell the toddler to use words to communicate with the other child. For example: *Use your words to tell Theresa that you want her to . . . .*

Preschooler Activities

Here are some practices that respond to **preschoolers'** developmental needs:

- Involve children in establishing a few simple rules; then enforce these consistently.
- Follow a schedule that is flexible enough to allow children to carry a task through to completion.
- Encourage children to do many things for themselves (dressing, washing face and hands, solving problems).
- Encourage children to help others (carrying equipment, tying shoelaces, learning a new computer program).
- Involve children in routines and transitions (getting your coat from the closet, filling paint containers, wiping a spill).
- Ask children lots of open-ended questions to encourage both thinking and language development.
- Provide sincere encouragement for children's efforts and accomplishments.
- Listen patiently as children express thoughts and feelings.

- Give children many opportunities to make decisions about what they want to do, which materials to use, or with whom they would like to play.

- Allow children to pursue their interests at their pace so they can develop the literacy and numeric skills for use in elementary school when they will be ready to focus on academic subjects such as arithmetic, reading, and writing.

- Set up a system for taking turns (a sign-up sheet, a timer, clothes pins on a card on the wall next to an interest area) so children can see when it will be their turn.

- Provide outlets for children to express their strong feelings by using clay or play dough, playing in water, punching holes in paper, and painting.

- Provide a variety of activities and materials that promote exploration and problem solving. Encourage children to collect and sort leaves and pebbles, guess what will sink and float in water, and use blocks to create roads and buildings.

On the next page begins a chart that summarizes the growth and development of children at different ages. As you use this chart as a reference, it is important to remember that children develop at their own pace; within each age group, children acquire skills at different times. The ranges in the chart are approximate rather than precise times when children acquire the listed skills.

Child Growth and Development[1]

Age	Physical	Socio-Emotional[2]	Cognitive
0–3 Months	Born with reflexes—sucking, grasping Lifts head if held at shoulder Moves arms and legs actively Can follow objects and focus	Wants to have needs met Smiles spontaneously; responsively Likes to be held and rocked Expresses discomfort by crying or tensing body	Makes sounds (coos) Smiles and expresses pleasure when sees faces Looks at patterns (e.g., faces, shapes)
3–6 Months	Rolls over Holds head up when held in sitting position Lifts up knees—crawling motions Reaches for objects	Makes sounds to get attention Smiles responsively Laughs aloud Socializes with others but knows family/primary caregivers Smiles at self in mirror	Recognizes primary caregivers Uses both hands to grasp objects Likes to watch objects and people Recognizes bottle
6–9 Months	Sits unaided—spends more time in upright position May be able to crawl May be able to climb stairs Develops eye-hand coordination	Prefers primary caregivers May cry when strangers approach Commonly exhibits anxiety when parent or caregiver leaves Pats own reflection in the mirror May push away things not wanted (e.g., bottle, toys) Begins to *play* with others (e.g., peek-a-boo)	Babbles to self Puts everything in mouth Solves simple problems—moves obstacles to reach object Transfers items from hand to hand Responds to changes in environment; repeats actions that cause change (shakes rattle to repeat sound) Drops objects repeatedly Is fascinated with small objects Begins to respond to words

(Continued)

[1] Revised with permission from Diane T. Dodge and Laura J. Colker, *The Creative Curriculum for Family Child Care* (Washington, DC: Teaching Strategies, 1991), 14–17.

[2] Social and emotional skills are so interrelated that they are grouped together in this chart.

Child Growth and Development (Continued)

Age	Physical	Socio-Emotional	Cognitive
9–14 Months	Becomes mobile—has strong urge to climb, crawl Stands and walks Grasps with thumb and finger Feeds self	Extends attachment for primary caregivers to the world; wants to explore everything Knows objects exist even when they cannot be seen (object permanence); knows when parents leave, they will return Is usually friendly/affectionate with caregivers—less so with strangers Responds to name	Demonstrates intentional behavior—initiates actions Is eager for sensory experiences; explores, touches, mouths all objects Is curious about everything Realizes items exist when out of sight; looks for them Stares for long periods to gain information Says words such as *mama* or *dada* Likes to look at books Uses gestures and words—waves hand, says *bye-bye*
14–24 Months	Walks and runs Drinks from a cup alone Turns pages of books Scribbles spontaneously Walks backward Loves to practice new skills Likes gymnastics, climbing, going down slides Stacks two to three blocks Climbs into chairs	Tends to be opinionated—the *no* stage—and/or very directive Is aware of being an independent person; starts asserting independence Tests limits Develops concept of self, is fearful of injury (*band-aid* stage, *I wanna* stage, everything *mine* stage) Tends to stay near parents and caregivers, makes regular overtures—seeks approval, asks for help Plays beside other children but has difficulty sharing	Can follow simple directions Uses language to serve immediate needs (*mine*, *cookie*); names familiar objects Imitates words; understands more than can say Has improved memory Experiments to see what happens and observes cause-and-effect relationships Learns to use new means to achieve end (tilts object to push through bars in crib) Spends long periods of time exploring single object Loves to play with objects Recognizes self in mirror Begins to think about an action before doing it (e.g., reaching for a toy)

(Continued)

Child Growth and Development (Continued)

Age	Physical	Socio-Emotional	Cognitive
2–3 Years	Has sufficient muscle control for toilet training Is highly mobile—skills are refined Uses spoon to feed self Throws and kicks a ball Takes apart simple objects; puts them back together Has increased eye-hand coordination—does simple puzzles, strings beads, stacks blocks Likes to help dress and undress self Washes and dries hands	Has strong urges and desires; also is developing self-control; wants to please adults but still impulsive Displays affections—especially for family and caregivers Imitates own play activity and occupies self Holds a conversation Is developing interest in peers but may have difficulty sharing Displays sense of humor May exhibit fear of the dark, scary faces, masks, or character types (witches, clowns, monsters)	Has beginning awareness of time Can think before acting Is becoming very verbal Enjoys talking to self and others Loves to pretend and to imitate others Enjoys creative activities such as block play, art Solves problems in head before acting (moved beyond action-bound stage) Can make simple choices Begins to use language to express feelings and ideas
3–4 Years	Jumps in place Walks down stairs Balances on one foot Uses toilet consistently Begins to dress self Builds with blocks and construction toys Has developed fine muscle control Has boundless energy	Knows name, sex, age, and sees self as part of family unit Plays alongside other children and begins to interact with them; is learning to share Helps with simple chores Likes to be *big* and to achieve new skills Shows affection for friends Can express anger verbally	Believes there is a purpose for everything; asks *why*? Uses symbolic play—has strong fantasy life, loves to imitate and role play Understands some number concepts, comparisons, colors Shows logical thinking Is interested in letters Scribbles and draws recognizable objects and circles Speaks in longer sentences; uses language to describe events and explain actions Asks lots of questions

(Continued)

Appendix E

Child Growth and Development (Continued)

Age	Physical	Socio-Emotional	Cognitive
4–6 Years	Has improved coordination and is learning many new skills Has improved coordination in fingers: holds and uses a pencil, cuts with scissors, catches a ball, uses a fork and spoon, brushes teeth Climbs, hops, skips, and likes to do stunts Can ride a tricycle	Plays cooperatively with peers Shares and takes turns Identifies with own gender, family, culture, community, and ethnic group Displays independence Protects self and stands up for rights Identifies with parents and likes to imitate them Often has *best friends* Likes to show off skills to adults Continually forms new images of self Enjoys being a leader	Has increased attention span Expands dramatic play with attention to detail and reality Shows increasingly more complex language skills Expresses ideas, asks questions, engages in discussions Speaks clearly Draws pictures representing objects or things Likes to tell or act out stories

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Appendix F

Appropriate Toys and Materials by Stage of Development

Some Good Toys and Play Materials for Infants[1]

Language Development	Cloth or cardboard books—homemade or purchased Dishpan filled with pictures mounted on cardboard and covered with contact paper Cloth or rubber puppets with no removable parts Pictures of infants' families, familiar objects, animals
Manipulative Toys	Shape-sorting box Pop-up toys Large pop beads Nesting boxes Large soft blocks Large cardboard blocks Containers in graduated sizes—plastic bowls and cups Pegboards with large holes and large, colored pegs Large wooden beads; short, thick strings or shoelaces Busy boxes Stacking post and rings
Sensory Stimulation	Mobiles—homemade or purchased Mirrors—unbreakable Wall hangings—textured, touchable, securely fastened Adult rocking chairs Jack-in-the-Box Clutch balls Rattles—homemade or purchased Toys for sucking, chewing, and teething—washable Bell bracelets Hand mitts made from baby socks Bean bags Cuddle toys, animals, and dolls Push, pull, and squeeze toys Music boxes to wind up or to pull Tape or CD player; tapes or CDs appropriate for infants Texture balls Texture gloves in variety of materials—worn by adults Water table or plastic bathtub or basin for water play Plastic containers, cups, bowls, bottles, pitchers, and so on for water play

[1] Based on Derry G. Koralek, Laura J. Colker, and Diane T. Dodge, *The What Why and How of Early Childhood Education: A Guide for On-Site Supervision*, 2d ed. (Washington, D.C.: National Association for the Education of Young Children, 1995).

Appendix F

Some Good Toys and Play Materials for Infants (Continued)

Motor Development	Small cars and trucks Soft balls of various sizes Riding toys (without pedals) Small climbers
Art	Large, non-toxic crayons and paper Play dough and blunt, wooden dowels to use as tools Box of small pieces of ribbons and fabrics of varied textures and colors Finger paints and paper or shallow trays Smocks (donated old shirts or plastic smocks) Oilcloth, vinyl tablecloth, or plastic for floor covering
Dramatic Play	Pots and pans Large wooden or plastic spoons Toy telephones Hats Purses and tote bags Unbreakable tea set Dolls—soft, unbreakable, washable, and multi-ethnic
Outdoor Play	Shallow wading pool Water table or plastic bathtub or basin for sand or water play Plastic containers, cups, bowls, bottles, pitchers—for sand or water play Strollers Wagons and riding toys Blankets to put down for young infants to lie on or crawl on Umbrellas, screens, or tents to provide shade Extra hats, mittens, and scarves for infants and adults Balls Large boxes Small climbers
Equipment	**Note:** All equipment must meet voluntary industry standards for safety. Changing table—with three-inch raised edge and functioning safety strap Cribs, full size or portable, and sleep mats for older, mobile infants High chairs Strollers or buggy to seat four infants Front carriers—to hold young infants close to the caregiver Back packs—for infants over six months, up to thirty-five pounds Gate—**never** use the folding, diamond-shaped type Small, low table and chairs—for older infants

Some Good Toys and Play Materials for Toddlers[2]

Language Development	Homemade or purchased simple books about: ■ Feelings and attitudes ■ Families and friends ■ Everyday living experiences ■ Science and nature ■ Fun and fantasy Rocking chair, soft chair, mattress, pillows Carpeted floor Cloth puppets Pictures of toddlers' families, familiar objects, and animals
Blocks	Large soft blocks Large cardboard blocks Hollow blocks Small cars and trucks Animal props: farm and/or zoo animals People props: multi-ethnic family sets and wooden community helpers
Music	Tape or CD player and tapes or CDs Rhythm instruments—no sharp edges
Sand and Water Play	Water table or plastic bathtub or basin for water play Plastic containers, cups, bowls, bottles, pitchers, and so on for water play Waterproof smocks
Art	Play dough and utensils Finger paints and paper or shallow trays Smocks—donated old shirts or plastic smocks Oilcloth, vinyl tablecloth, or plastic for floor covering Easels Paints Brushes Paper Large, non-toxic crayons and paper Felt tip markers White and colored chalk

[2] Based on Derry G. Koralek, Laura J. Colker, and Diane T. Dodge, *The What Why and How of Early Childhood Education: A Guide for On-Site Supervision*, 2d ed. (Washington, D.C.: National Association for the Education of Young Children, 1995).

Appendix F

Some Good Toys and Play Materials for Toddlers (Continued)

Manipulative Toys	Pop-up toys Large pop beads Shape-sorting box Nesting boxes Stacking post and rings Containers in graduated sizes—such as plastic bowls or cups Pegboards with large holes and large, colored pegs Large wooden stringing beads and short thick strings or shoelaces Cardboard boxes with lids Puzzles with a few large pieces Legos—largest size Bean bags and baskets to toss them in Push and pull toys
Gross Motor	Tunnel Soft balls of various sizes Riding toys (without pedals) that are propelled by arms or feet Cars and trucks Wagons Large cardboard boxes
Dramatic Play	Pots and pans Stuffed animals Dolls: soft, unbreakable, washable, and multi-ethnic Doll beds Doll carriages Mirrors—unbreakable Toy telephones Hats Purses and tote bags Unbreakable tea sets
Outdoor Play	Shallow wading pool or sprinkler Water table or plastic bathtub or basin for sand or water play Plastic containers, cups, bowls, bottles, pitchers for sand or water play Wagons and riding toys Umbrellas, screens, or tents to provide shade Extra hats, mittens, and scarves for toddlers and adults Balls Large boxes Small climbers

Some Good Toys and Play Materials for Toddlers (Continued)

Equipment	**Note:** All equipment must meet voluntary industry standards for safety. Changing table with three-inch raised edge and functioning safety strap Cots or sleep mats Buggy to seat four to six toddlers Small, low tables and chairs sized for toddlers Step stools for toddlers learning to use the toilet, wash hands, and brush teeth

Appendix F

Some Good Toys and Play Materials for Preschoolers[3]

Library	Rocking chair, bean bag chairs, pillows Carpeted floor Stand for displaying books so covers face out Books—homemade, borrowed from library, or purchased: ■ Reflect various cultures, ethnic groups, and family compositions ■ Show people with disabilities without bias ■ Feature male and female characters in unbiased ways ■ Address topics like feelings, families, friendship, everyday life, animals, science, nature, fun, and fantasy Children's magazines Books accompanied by tapes Tape player and ear phones Puppets and marionettes Photo albums Pencils, crayons, chalk, markers Paper Index cards Tools: scissors, hole punch, stapler
Blocks	Complete set of wooden unit blocks—350 to 400 pieces Large blocks—hollow, cardboard, interlocking Colored cube blocks Legos—preschool size Multi-ethnic community helpers Multi-ethnic families with extra adults to reflect composition of children's families Animal props: farm, zoo, and/or sea Large and small vehicles, at least two of each type Traffic signs: small and large Sets of dollhouse furniture, with at least two of each piece Pencils, crayons, chalk, markers
Woodworking	Workbench Real, child-sized tools: hammers, saws, hand drills, screwdrivers, pliers Nails and screws with large heads Wood scraps: checked for splinters and other hazards Safety goggles C-clamps Vises Sandpaper Metal files Rulers and measuring tapes

[3] Based on Diane T. Dodge, *A Guide for Supervisors and Trainers on Implementing the Creative Curriculum for Early Childhood*, 3d ed. (Washington, DC: Teaching Strategies, 1993).

Some Good Toys and Play Materials for Preschoolers (Continued)

Music and Movement	Tape or CD player and tapes or CDs Scarves and streamers Small parachute Hula hoops
Art	Oilcloth, vinyl tablecloth, or plastic for floor covering Two-sided easels Tempera and finger paints—washable, including multi-ethnic skin colors Paper and cardboard—varied sizes, colors; textures: newsprint, construction, tissue, wrapping, wall, and sand paper Brushes Paint containers Finger paint trays Painting tools: cotton balls, sponges, straws, tongue depressors, eye droppers, or anything else that works Drying rack or clothes line and pins Nontoxic crayons, washable markers, chalk, pencils Sharpeners for crayons and pencils Play dough and clay Modeling tools: rolling pins, cookie cutters, dowels Scissors in several styles for right- and left-handed children Glue and paste Waterproof smocks or old shirts Stapler and staples Hole punch Items for making collages and other creations Craft materials: thick yarn, large plastic needles, plastic canvas, simple loom, felt
Table Toys/ Manipulatives	Puzzles: homemade or purchased, wooden, knob, rubber, cardboard, floor; with four to twenty-two pieces Puzzle rack Legos, Ringamajigs, Bristle Blocks, stacking rings, nesting cubes Sewing cards and yarn Beads and laces Pegs and peg boards Colored inch-cube blocks Parquetry blocks Cuisenaire rods Simple games: lotto, cards, bingo, dominoes Hardwood table blocks Collections: shells, buttons, bottle caps Objects to feel, sort, and classify: leaves, shells, stones, nuts, seeds

Appendix F

Some Good Toys and Play Materials for Preschoolers (Continued)

Table Toys/ Manipulatives (Continued)	Containers filled with items to sniff, smell, and taste—lemon peel, cinnamon, sawdust, coffee Homemade or purchased items for practice in zipping, buttoning, lacing, and tying Pencils, crayons, chalk, markers
Sand and Water	Water table Props for sand play: buckets and shovels, cars and trucks, dishes, rakes, people and animals, measuring cups and spoons, funnels, sifters, sticks Props for water play: egg beaters, measuring cups and spoons, plastic squeeze bottles, pumps, turkey basters, plastic tubing, paint brushes, sponges Waterproof smocks
Computers	Computers (at least two) and peripherals: keyboard, mouse, printer Child-size chairs: two per computer Child-size table or stands so computers can be placed side-by-side with the printer in between Software: developmentally appropriate for drawing, mirroring activities, numeracy, literacy Plastic disk storage boxes Picture labels for disks
Outdoor Play	Tires, boards, sawhorses Garden tools, rakes, shovels House-painting brushes and buckets Covered sand box with wooden cover that folds into sections or a tarp Water play table Props for sand and water play People and animals: small, inexpensive, plastic or rubber Cars and trucks Natural items: pine cones, stones, twigs, leaves Hose, spray bottles, or containers to fill with water Tricycles (institutional, in two sizes) Wagons Wheelbarrows Large set of traffic signs Set of cones to mark boundaries and safety zones Hats: truck driver, firefighter, caps Balls: rubber, different sizes Large bats, plastic, hollow Bean bags

Some Good Toys and Play Materials for Preschoolers (Continued)

Outdoor Play (Continued)	Parachute Balance beam Hula hoops Ropes Tunnels Sets of child-sized gardening tools Watering cans Rakes: child-size for raking leaves in the fall Extra hats, mittens, scarves, other clothes for cold weather Snow sleds and saucers—in snowy areas
Dramatic Play	Table and chairs Equipment for dolls: strollers, carriages, carriers, bed, high chair Baby dolls: washable, representing several ethnic backgrounds, including children in the classroom Baby care items: blankets, diapers, bottles Kitchen appliances: stove, refrigerator, sink Cooking equipment: pots, pans, utensils Baking equipment: mixing bowl, old mixer with cord removed, muffin tin, cookie cutters, cookie sheet, rolling pin Aprons and bakers' hats Cleaning items: mops, broom, dust pan, sponges, cloths Set of dishes: plates, bowls, cups, serving pieces Eating utensils: forks, spoons, knives Safety mirror, full length Telephones, at least three or four Dress-up clothes, male and female; accessories: jewelry, hats, gloves, shoes, scarves, ties, belts Suitcases, tote bags, purses, backpacks Food, empty boxes and containers Paper bags to carry groceries Cash register and play money Prop boxes created in response to children's interests: animal or medical clinic, barber or hairdresser shop, repair shop

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